Cover Page

Please Note: You may only type in the gray areas.

District	DISTRICT Mailing Address		
Hopkins County	**Street Address 1** 320 South Seminary		
Name of District Contact	**Street Address 2**		
Marty Cline	**City** Madisonville	**ZIP**	42431
Position	**Phone**		
Secondary Director	**CONTACT Mailing Address** (if different)		
Email	**Street Address 1**		
	Street Address 2		
Submission Date (office use only)	**City**	**ZIP**	
	Phone		

District Name	NCES ID#	Total Awarded
		$

	School Name	NCES ID#	Intervention
1			Transformation Model
2			Transformation Model
3			Transformation Model
4			Transformation Model
5			Transformation Model
6			Transformation Model

District Verification

The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants (SIG) program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.

Assurances: A district must include the following assurances in its application for a School Improvement Grant.

The district must assure that it will—

(1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority and focus school, that the LEA commits to serve consistent with the final requirements;

(2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;

(3) Report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.

(4) Ensure that each Tier I and Tier II school, or each priority and focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

_____   _____

Superintendent Signature   Date

_____   _____

Notary Public   My commission expires

Notary seal

District Actions
Please Note: You may only type in the gray areas.

If not all Priority Schools are served, explain why the school(s) will not be served and provide supporting documentation for the decision.

Hopkins County Central high school is the sole priority school in Hopkins County district. These funds will be used solely to support this school.

Describe the district's capacity to use school improvement funds to provide adequate resources, related support, and oversight to the identified school in order to implement, fully and effectively, the required activities of the intervention model it has selected. This could include, but is not limited to, district staff dedicated to provide support to SIG schools, additional funding and use of external resources.

Hopkins County Schools has a cohesive central office team with the necessary experience and skills to provide the requisite resources and support to Hopkins County Central High School. Although the instructional team has only existed in its current composition for a brief time, each member provides integral services so that Hopkins County Central receives the district support it needs to successfully implement the Transformation Model of school improvement.

The Director of Special Education employs two district-level Teacher Consultants that meet with special education teachers to discuss strategies and activities to assist in closing the special education achievement gap, serve as liaisons between the school and district, and deliver training to special education teachers as appropriate. One of the district Teacher Consultants works closely with Hopkins County Central's special education Building Coach to work through any special education teacher or staffing concerns.

The Director of Middle/Secondary Instruction works closely with the school's Administrative Team by attending weekly team meetings. During this meeting, the team completes its Plus/Delta report to identify strengths and area for growth, consults on logistical concerns, analyzes assessment and instructional data, and monitors progress on the 30/60/90 day plan, to name a few activities. This director also helps write the SIG grant and monitors expenditures from the school's SIG award.

The Extended School Services Coordinator allocates ESS funds to the school for before and after school ESS programs, Enhanced Learning opportunities for students, and a summer Freshmen Orientation prior to the start of the next school year. ESS funds also provide Summer School for students that need credit recovery at the end of the regular school year.

Hopkins County Central High School became a Title I school in 2012 - 2013, so the Title I Director is relatively new in working with the school. Recently, a reading interventionist was placed at the school using Title I funds, as was a math interventionist for students performing below benchmark in math.

We will continue to wisely use Title I resources to support Hopkins County Central through collaboration with the Title I Director, Director of Secondary Instruction, and the school's principal. The district employs two part-time Parent Involvement Coordinators with Title I funds who are available to assist the school with family reading nights.

A district PBIS coordinator provides PBIS training to all schools and conducts site visit to monitor the effective implementation of PBIS in the classrooms and common areas.

Our technology department has improved the available technology at Hopkins County Central over the last few years. They have increased wireless reception significantly in the past three years, as well as provided hardware, some document cameras, and special education students in specialized resource classes have received 10 iPads while the special education department has received a cart with 30 iPads to use during school hours. All special education teachers and related service providers have received their own iPad for professional use. A technology resource teacher provides support to all district middle schools and both high schools.

Based on community and parental involvement deficiencies identified in Hopkins County Central's 2012 Leadership Assessment, the district employed a community liaison position for the school. This position works with at-risk students and the community to promote college/career readiness and to engage families and the community in school-based involvement nights.

FRYSC funds provide a Youth Services Coordinator (Youth Service Center) (YSC) at Hopkins County Central to offer services for at-risk students and their families. The district also provides an YSC assistant at the school to further provide students and families the opportunity to reduce any barriers to learning. The center is very effective at reducing/removing these barriers for the identified students.

The purpose of the Hopkins County Central STORM YSC is to remove barriers so that students can be successful in school. We strive to work with each student and their families to remove barriers. We must work together to be effective to see that every student achieves academic success. Listed below are some of the YSC services:

-Apartment information
-Attendance
-Basic needs (clothing/food/household items/appliances/furniture)
-Blood Drive
-Build a Bed Program
-Check Out List (PE clothes/dress code violations)
-Childcare Listings
-Christmas Assistance
-Clothing for School Activities (prom/military ball/field trips/senior trip)
-Counseling Services
-E.G.O. (Encourage Good Opinions) Self Esteem Club
-Eyeglasses
-Family Crisis Issues (fire/tornado/grief)
-Graduation
-Happy Feet Program
-Health Referrals
-Heart Healthy Awareness
-Hygiene Items
-Information and assistance for new and expectant teenage mothers/fathers
-Kick Butts Day (tobacco awareness)
-Parent Workshops

-PBIS
-Praise Cards
-Red Ribbon Week (drug/alcohol awareness)
-Referrals to Outside Agencies
-Resume/Interviewing Skill Workshop
-School Supplies
-Student Workshops requested by teachers
-Sweet 16th Birthday (drug/alcohol and driving information)
-Testing Supplies
-Thanksgiving Assistance
-Updated Job list
-Weekend Food Program

Finally, our Superintendent is committed to support the progress Hopkins County Central has achieved on its last few years of assessment data. A district administrator serves on the weekly Central Administrative Team meetings as a liaison between the central office and school. We have sent other district administrators to site visits at Hopkins County Central to see some of the improvement practices in action. Additionally, the strategies the district has learned through the school's turnaround process (e.g. strong, teacher-driven PLCs, assessment literacy, guided planning, etc.) are being implemented district-wide. Although "Dream Big, Work Hard,   Achieve Success" may be the school's motto, the district understands that Hopkins County Central has transformed those mere words into actions that permeated throughout their staff, students, and leaders

Given this level of expertise and support, the district has capacity to fully support the initatives.

District Budget Narrative

Districts have the option of withholding funds for district level services to support the selected model in each identified SIG school. The application must contain complete budget information for each year of the grant cycle for the district. If a district chooses not to reserve funds for district level services, a line item budget must be submitted showing that no funds will be withheld.

If funds are reserved for district level activities, identify how the district intends to use the school improvement funds for each school(s) it will serve and explain how these expenditures correlate with the schools' intervention model to address the causes and contributing factors to low student achievement at each of the schools.

 The Hopkins County School district will not reserve any funds for district level activities.

Identify the multiple state and federal funds to be coordinated with the intervention model and tell how they will be utilized to improve student achievement. (May include but are not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

Hopkins County Central, like many other districts, is fortunate to have multiple funding sources to support their schools. Many of these funding sources, along with their mission and/or impact include:

* Family Resource/Youth Service Center funds are used to support Hopkins County Central's at- risk students to meet their basic needs so that they can focus on academics while at school.

•   Professional Development funds have historically been used to pay stipends for teachers to attend regional content area networks. As the new accountability system is rolled out these funds will be used to pay for techers and administrators to attend these meetings to understand not only the system but their role in providing students a high quality education within it.

•   Title I funds were used for a reading interventionist in 2012 - 2013, a math interventionist for 2013-2014, and the reading interventionist continued to be funded in 2015-2016. Title I funds will continue to be used for a math and/or reading interventionist in subsequent years, if funding is available. These funds supply a school based curriculum coordinator asnd will continue to do so. Title I funds have also paid for training for teachers in administrators in these areas:

Abell & Atherton-Writing trainings
Kentucky Association of School Councils (KASC)- On Demand Writing Training
Through Course Task Training
KASC Toolkits
Breakout Boxes -Science Applications
Online educational programs: Brain Pop, Study Island Access, and EPREP-CERT Access
GradeCam Access for improved assessment analysis.

•   Extended School Service funds are used for teacher stipends for after school ESS and Enhanced Learning sessions, summer school, and a freshmen summer transition activities.

•   Rural and Low Income funds will be used for the ACT Online Prep program to assist students in preparing for the ACT exam. Kuta Software online question bank for all high school math courses to help with developing high quality, standards based assesssments. Harry Wong's The First Days of School: How to Be an Effective Teacher for new teachers to help them get off to a good start. The district uses eWalk for instructional walkthroughs and these funds are used to provide a site license for these mobile walkthroughs.Kentucky Association of School Councils' disaggregated K-PREP reports and graphs are provided to allow for easier data analysis.

•   Title III funds are used for a district staff member who is available to assist English Language Leaners with any learning challenges they encounter through the language barrier.

* Title VI funds are used to support next generation teaching in paying for registration fees and substitute teachers to enable teachers to attend professional learning opportunities.

•   The district allocates to Hopkins County Central all School Based Decesion Making funds, Gifted andTalented Education funds, At-Risk, and Special Education funds for which they are eligible.

Identify the services, personnel and financial supports the district will provide and tell how they align to the school(s') intervention model.

The district provides several supports to Hopkins County Central, both financial and in personnel. These include the following:

• A district provided school-based community liaison that acts as link between the school and the outside community. The liasion communicates school happenings, news stories, announcements and newsletters to the home communities of our students. This is a necessary piece for our model as a "big rock" selected to improve was outreach to families and communities.

• The districtwide secondary director attends weekly Principal's Advisory Council meetings to provide communication between the district and school. The sharing of information of transformation activities from the school to the district, as well as district level support, is vital for successful implementation within the school.

• The district funds a Positive Behavior Intervention System coordinator for HCCHS to work with staff and school to maintain fidelity of the PBIS program.

• Response To Intervention/Kentcucky Systems of Intervention district coordinator works with school personnel regarding possible interventions for struggling students.

• The district in conjunction with the Hopkins County Sheriff's Office support a fulltime School Resource Officer for HCCHS through Safe Schools to improve safety conditions for students and staff.
• The new Hopkins County Career and Technology Center affords HCCHS students the opportunity to gain career/transition readiness through hands-on and dual credit opportunities.

• The district technology department supports HCCHS through the regular updating and upgrading of technological systems and hardware as well as training offerings for teachers and students.

Transformation Model - Permissible Activities
Districts are not required to address "permissible activities". However, if a district does include permissible activities it may do so in the spaces below.

Identify the district pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

Hopkins County Schools is not seeking funding for pre-implementation activities at the district level. We are requesting funds for school level activities only.

Year 1 Budget
Please Note: You may only type in the gray areas.

District   District Name Here

MUNIS Code	Description of Activity	Amount Requested
110		$
111		$
112		$
113		$
120		$
130		$
131		$
140		$
150		$
160		$
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212		$
213		$
214		$
215		$
216		$
219		$
220		$
221		$
222		$
231		$
232		$

MUNIS Code	Description of Activity	Amount Requested
233		$
240		$
250		$
251		$
253		$
260		$
270		$
291		$
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322		$
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338		$
339		$
352		$
432		$
433		$
436		$
441		$
443		$
444		$
445		$
450		$
452		$

MUNIS Code	Description of Activity	Amount Requested
453		$
455		$
456		$
457		$
459		$
511		$
512		$
513		$
514		$
519		$
521		$
525		$
526		$
531		$
541		$
542		$
552		$
553		$
555		$
580		$
581		$
582		$
584		$
585		$
586		$
591		$
592		$
610		$
616		$

MUNIS Code	Description of Activity	Amount Requested
617		$
626		$
627		$
629		$
631		$
639		$
641		$
642		$
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647		$
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669		$
734		$
735		$
739		$
810		$
894		$
Total Amount Requested		$

Year 2 Budget
Please Note: You may only type in the gray areas.

District   District Name Here

MUNIS Code	Description of Activity	Amount Requested
110		$
111		$
112		$
113		$
120		$
130		$
131		$
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213		$
214		$
215		$
216		$
219		$
220		$
221		$
222		$
231		$
232		$
233		$

MUNIS Code	Description of Activity	Amount Requested
240		$
250		$
251		$
253		$
260		$
270		$
291		$
292		$
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352		$
432		$
433		$
436		$
441		$
443		$
444		$
445		$
450		$
452		$
453		$

MUNIS Code	Description of Activity	Amount Requested
455		$
456		$
457		$
459		$
511		$
512		$
513		$
514		$
519		$
521		$
525		$
526		$
531		$
541		$
542		$
552		$
553		$
555		$
580		$
581		$
582		$
584		$
585		$
586		$
591		$
592		$
610		$
616		$
617		$

MUNIS Code	Description of Activity	Amount Requested
626		$
627		$
629		$
631		$
639		$
641		$
642		$
643		$
644		$
645		$
646		$
647		$
649		$
650		$
669		$
734		$
735		$
739		$
810		$
894		$
Total Amount Requested		$

Year 3 Budget
Please Note: You may only type in the gray areas.

District   District Name Here

MUNIS Code	Description of Activity	Amount Requested
110		$
111		$
112		$
113		$
120		$
130		$
131		$
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213		$
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215		$
216		$
219		$
220		$
221		$
222		$
231		$
232		$
233		$

MUNIS Code	Description of Activity	Amount Requested
240		$
250		$
251		$
253		$
260		$
270		$
291		$
292		$
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352		$
432		$
433		$
436		$
441		$
443		$
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445		$
450		$
452		$
453		$

MUNIS Code	Description of Activity	Amount Requested
455		$
456		$
457		$
459		$
511		$
512		$
513		$
514		$
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521		$
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MUNIS Code	Description of Activity	Amount Requested
626		$
627		$
629		$
631		$
639		$
641		$
642		$
643		$
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647		$
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650		$
669		$
734		$
735		$
739		$
810		$
894		$
Total Amount Requested		$

Year 4 Budget
Please Note: You may only type in the gray areas.

District   District Name Here

MUNIS Code	Description of Activity	Amount Requested
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111		$
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130		$
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215		$
216		$
219		$
220		$
221		$
222		$
231		$
232		$
233		$

MUNIS Code	Description of Activity	Amount Requested
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250		$
251		$
253		$
260		$
270		$
291		$
292		$
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433		$
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453		$

MUNIS Code	Description of Activity	Amount Requested
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MUNIS Code	Description of Activity	Amount Requested
626		$
627		$
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631		$
639		$
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650		$
669		$
734		$
735		$
739		$
810		$
894		$
Total Amount Requested		$

Year 5 Budget
Please Note: You may only type in the gray areas.

District   District Name Here

MUNIS Code	Description of Activity	Amount Requested
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113		$
120		$
130		$
131		$
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231		$
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MUNIS Code	Description of Activity	Amount Requested
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251		$
253		$
260		$
270		$
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292		$
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MUNIS Code	Description of Activity	Amount Requested
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MUNIS Code	Description of Activity	Amount Requested
626		$
627		$
629		$
631		$
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641		$
642		$
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644		$
645		$
646		$
647		$
649		$
650		$
669		$
734		$
735		$
739		$
810		$
894		$
Total Amount Requested		$

School Application

District   Hopkins County Schools
School   Hopkins County Central High School

Please Note: You may only type in the gray areas.

Commitment To Serve

Identify the school-level literacy and math data from the most recent state assessment and describe what it reveals about student achievement. Include specific information regarding achievement gaps.

Hopkins County consists of several smaller rural communities in western Kentucky. The estimated population is 45,904 for 2016. The families are made up of primarily Caucasian ethnicity at 90%, followed by African American at 7%, and others at 3%. These numbers reveal that the percentage of diverse students Hopkins County Central serves is limited.
The education attainment levels of the population shows 15.3% of individuals holds a Bachelor degree or higher; 85% have a high school diploma. This indicates that obtaining a high school education is valued by the community but post-secondary is not a priority for most.

The median family income for Hopkins County is 42,346; while the poverty rate is 18.4%. This indicates many of our students are socieo-economically disadvantaged. Research tells us that students from impoverished homes have many negatives working against them when it comes to education. They can be born cognitively disadvantaged due to lack of maternal prenatal care; there are few to none books in the household so they encounter a lack of verbal exposure; and they often times do not develop a strong sense of independent decision making because they are always responding to situations of crisis within the family as opposed to proactively thinking to prevent them. Students from poverty are 4.5 times likely to drop out of high school and even among those that are proficient, few actually finish college. (http://www.scilearn.com/blog/ten-facts-about-how-poverty-impacts-education)

This can be a very difficult barrier for teachers to overcome and contributes to slower achievement by these students. Thus the achievement gap is present among this group and the group of students that are not living in poverty.

At Hopkins County Central, students are often placed into courses using their data from previous standardized assessments. If their scores are lower they do not receive the same instruction as students in honors or AP classes. This is also a factor in the achievement gap.

Hopkins county high school has an enrollment of 857 students. Of these students 17.5% are receiving special education services. The English as a second language population is .47%. Our African American population is 8.5% while our white population is 88%. Our biggest gap in achievement exists in the group of students receiving special education as compared to those that are not. Although part of it stems from the poverty implications mentioned earlier, another contributing factor for this is the lack of high expectation for this group. This is not intentional by any means but in reality these students are not held to the same standard as the regular student by many stakeholders. Another cause of this gap is the lack of high quality instruction for them. Many of our special

education teachers are new to the field of special education and lack experience to effectively teach them toward standards mastery. Others are lacking skills in effective instructional strategies. The largest discrepancy in proficient students at Hopkins County Central is that between our students receiving modifications and accommodations and those that do not. Some efforts for improving instruction through changing schedules and/or the types of instruction for these students have been met with resistance by some in leadership roles which has proven to be a barrier for us. We are effectively searching for strategies that will alleviate some of the expressed concerns.

The assessment data data is located on the separate document entitled "Assessment Data"

Identify the school-level non-cognitive data and explain how these factors affect student achievement. Non-cognitive data must include attendance, behavior referrals, suspension and retention rates. Address dropout and graduation rates, if applicable.

The leadership team takes an intentional look at non-cognitive data each quarter in preparation fo rthe quarterly report. The non-cognitive data effect on student achievement consists of discipline, attendance, and retention. Below is an outline of the findings of impact on achievement broken down specifically by area:

Discipline/Behavior

Low-level (conferencing, warnings and detentions) have limited affect on student achievement as students do not miss instruction in the classroom for a large period of time.

 Mid-level (Saturday school and in-school suspensions) behavioral referrals do directly affect student achievement because students are missing instruction, activities and the opportunity to ask questions.

In the case of In-school suspensions and Saturday school, the student's teachers provide classroom work for the students in the isolated classroom environment.

Out-of-school suspensions have a major direct effect on student achievement. Not only are they missing teacher guided instruction, per board policy, on those days, students receive a zero in each of their classes for work and assessments given on that specific day. It does not affect assignments and projects previously assigned, assigned long term or due at a later date after the suspension.

Attendance

Attendance and truancy issues affect student achievement, in that, the student's miss out on being engaged in classroom discussion and activities, opportunities to ask questions or to get the benefits of direct instruction from the teacher. Truancy issues can also lead to consequences with the court system which can be viewed as a negative circumstance.

Retention

Retention rates affect student achievement in a negative way due to the fact students are often reassigned to the same teacher due to curricular restraints. Re-taking classes also prohibit taking regularly scheduled grade level core classes on time. It may also eliminate taking other classes such as electives, which might interest or motivate the student in some manner.

Non-Cognitive Data

Total # of Students 889

Total # of Behavior Referrals

	Goal	Oct	Dec	Mar	June
9th	200	31	84	53	
10th	170	48	67	40	
11th	130	48	44	17	
12th	100	16	21	16	
Total	600	143	216	126	

Total # of In-School Suspensions

	Goal	Oct	Dec	Mar	June
9th	75	12	22	25	
10th	50	10	7	15	
11th	25	11	8	7	
12th	25	2	5	5	
Total	175	35	42	52	

Total # of Out-of-School Suspensions

	Goal	Oct	Dec	Mar	June
9th	40	9	18	13	
10th	25	13	23	12	
11th	20	8	11	6	
12th	15	7	9	5	
Total	100	37	61	36	

Attendance

Percentage of Students Present at School

	Goal (% Present)	Oct (% Present)	Dec (% Present)	Mar (% Present)	June
9th	95%	95.80%	93.41%	93.05%	
10th	95%	95.21%	93.92%	93.04%	
11th	95%	94.93%	93.09%	92.51%	
12th	95%	94.68%	93.01%	92.75%	
Total of all grades		95.15%	93.40%	92.86%	

Other Rates

Rate	School	State
Retention rate	3.0%	1.9%
Graduation rate	89.7%	89.7%
Drop out rate	1.6%	1.5%

Based on the academic and non-cognitive data, identify the causes and contributing factors to low student achievement and performance gaps in literacy and math. Include an analysis of these factors that demonstrates the need for improvement.

The significant and ever growing achievement gap in the students with disabilities category, along with the data illustrating that a large number of students not reaching proficiency clearly show the need for improvement in both reading and math. The instructional process must be improved in both the regular and special education classrooms through coaching, assisting and training of staff and implementing modles of instruction that are innovative and different from the status quo. While student attendance is relatively positive, the number of student suspensions is of concern. Students miss required core content instruction and miss the engaging activities that forwards their learning. Many of these students are scoring below proficiency in common assessments. progress monitoring assessments and assessments for accountability. An improvement in suspendable referral behaviors need to be reduced specifically through behavior interventions and teacher and administrator training on specific models designed to reduced them.

School staff also conducted surveys from parents, staff and students last fall. These surveys were administered primarily during summer registration days prior to school starting. Each grade level has a different day assigned to come in, so this allowed us to ensure we were getting an equal number from each grade level. The process was continued throughout the fall in order to get a larger sample number. They were completed by either email, paper and pencil or web based log ins.

Most staff members completed a survey, while varied student groups completed the paper surveys—from Resource classrooms, to Collaborative classrooms, to Honors classrooms, at different grade levels.

Common indicators with the highest ratings by all three stakeholder groups were 1)The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success, and 2) Leadership and staff foster a culture consistent with the school's purpose and direction.

Both parents and staff highly rated indicators " Leadership and staff commit to a culture based on shared values and beliefs about teaching and learning" and "supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills." Staff and Students' highest commonly rated indicators were "Leadership and staff supervision" and "evaluation processes result in improved professional practice and student success"' and "Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions".

Indicator 3 asserts Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. Reviewing the survey responses, 79.7% agree or strongly agree that All of my child's teachers keep me informed regularly of how my child is being graded, while 87.76% agree or strongly agree that My child is given multiple assessments to measure his/her understanding of what was taught. Grading is a consistent recognized as an issue because all teachers are not grading using content standards as their basis.

A few questions that had 85% or less in agreement and had a higher percentage of "neutral" and/or "disagree" under Standard 2 were #7, Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership. This is fairly obvious since our SBDM was disbanded, and we have a principal-led advisory council in place, even though our principal conducts meetings as if it was still a school based council. #10, Our school's leaders hold themselves accountable for student learning, with 84.05% in agreement or strong agreement, with 11.59% neutral, #13, Our school's leaders ensure all staff members use supervisory feedback to improve student learning, with 88.41% agreeing or strongly agreeing, and 8.7% neutral, #14, Our school's leaders engage effectively with all stakeholders about the school's purpose and direction, with 81.16% in agreement or strong agreement and 15.94% neutral, #11, Our school's leaders hold all staff members accountable for student learning, with 86.95% in agreement or strong agreement, 2.9% neutral, and 7.25% disagreeing.

TELL Kentucky results revealed that 68% of teachers felt as though their current professional development deepened their content knowkedge. Teachers feeling like they have the autonomy to make instructional decisions came in at 75%.

72% of reporting teachers claimed to not have sufficient time to meet the needs of all students. There were also three indicators underneath the standard of "Managing Student Bhavior" that scored under 75%.

An analysis of both the academic performance data and data from the leadership team walkthroughs reflect that differentiation in the classrooms are inconsistently practiced therefore students are not receiving the level of instruction they need. Planning for collaborative classes is not done to the level it needs to be in order to more personalize students' learning.

Although there is an instructional process in place with lesson planning centered around a classroom focus, walkthrough findings show that many teachers are not following it intentionally.Many teachers also are not developing engaging instructional activities for their students, with engagement numbers being low.

The use of techology for digital learning was infrequent according to both the diagnostic reviews and administrative team walkthroughs. Although it had improved from the previous diagnostic review numbers, it still is not where it needs to be. A large factor in this the lack of the technolgy itself. From the last SIG money were able to purchase some Google Chromebooks and other technology that has resulted in the increase in the usage numbers we have currently.

Summarize the most recent Diagnostic Review results. Based on the results, identify the literacy and math resources and related supports that are needed based on the audit.

Hopkins County Central High School was scheduled for their Advanced Ed accreditation audit during February 2016. The results of this visit and the following report also served as the school's most recent diagnostic review.

The school received "Powerful Practices" in two different areas: Professional Development, Monitoring, Supervision, and Evaluation processes.

HCCHS was recognized as having a powerful practice that commends the school for their professional development program.
1.   "Hopkins Central High School has been highly effective in establishing a program of continuous professional development that has had a positive impact on teachers' professional practice as well as student achievement. (3.11)"
This was a direct result from the effective way that previous School Improvement Funds were utilized to train and inform teachers in areas that needed improvement.

The supervision, monitoring, and evaluation by the administrative team at the school was identified as a powerful practice.
2.   "Monitoring, supervision, and evaluation practices and policies (Indicators 2.6 and 3.4) have contributed to improvement in teacher effectiveness, helped drive professional development initiatives, and ultimately have helped improve student achievement and school effectiveness."

This clearly showed that the professional development that teachers received was not only effectively shared but also monitored by follow through by school leadership to ensure follow through.

 The following components were identified as Improvement Priorities for the school:
1.   Define and systematically implement an "instructional process" that 1) clearly informs students of learning expectations and standards of performance, 2) uses exemplars of high quality work as one way of communicating expectations to students, 3) uses formative assessment measures to guide and inform the ongoing modification of instruction, and 4) provides students with specific and timely feedback about their learning. (Indicator 3.6)
This finding suggests that not all teachers were following a clearly defined instructional process and is one component we plan on addressing through professional development activities.

2.   Develop, implement and monitor policies and processes that ensure student academic grades are based on content knowledge and skills and that grading and reporting practices are consistent across grade levels and courses.
(Indicator 3.10)

Hopkins County Central High School has been in the beginning stages of developing a consistent, fair and balanced standards based grading policy and process. Some teachers have been piloting the process and others are reluctant to utilize it. We believe that additional training is necessary on both the benefits of using the standards based approach, as well as how to set it up and implement it effectively in a high school setting.

3.   Develop policies and practices that will ensure the school regularly (i.e., every two to five years) engages in an inclusive and comprehensive process to review, revise and communicate a

statement of purpose for improving student success. Ensure that the statement of purpose (or vision statement) commits to high expectations for learning and reflects the shared values and beliefs about teaching and learning held by the school community. (Indicator 1.1)

The staff at Hopkins County Central has followed the same mission/vision statement for several years. "Dream big, work hard and achieve success" is well known by staff, students and community. The leadership team have been really happy with this and the way the students and staff have embraced it and didn't want to review it for the purpose of changing it. However, they now realize the benefit of the review process and is scheduling it to happen on a yearly basis.

The following components were identified as Opportunities for Improvement for the school:

1.   Engage in a collaborative process to develop a structure or framework which ensures all students are well known by at least one adult advocate who supports that student's educational experience. (Indicator 3.9)

The school schedule currently contains a time period in which students are assigned a teacher for either intervention or enrichment. Plans are to expand this to meet this indicator but will likely require training in curriculum and implementation to do so effectively.

2.   Establish a framework that ensures all teachers are engaged in mentoring, coaching and induction programs that support the implementation of highly effective instructional practices across all classes and that help ensure all students have access to equitable and challenging learning experiences. (Indicator 3.7)

Although HCCHS leadership practices a very effective "Guided Planning" coaching program that addresses individual needs of teachers, the mentoring by other teachers as well as, the induction component is not present. The need to review models of this in effective use is presented here.

3.   Further refine processes to ensure that formative assessment data is regularly and systematically used to guide the modification of curriculum, instruction and assessment practices leading to higher levels of student success (Indicator 3.2).

The effective use of formative assessment is a focal point that the leadership team also finds during their internal walk through and observation systems. While this has been a topic of professional learning by both the Educational Recovery team and the district for the year, additional training, particularly in using the results. The need for content specific formative assessment training is also in order.

The report also had the use of digital tools/techomogy to have an overall rating of 2.29 on a 4 point scale. Although there are some individuals that are very proficient at its implentation and use, others are not and would need training to create student centered, rigorous lessons using it. There is also still a major need for more tehnology for student use as teachers need to share the existing resources.

Mentoring, Coaching and Induction Programs that support instructional improvement consistent with the school's values and beliefs about teaching and learning scored a 2 out of 4 in the report. This

demonstrates a need for training in leadership and coaching for administrative staff. Dr. Mike Rutherford offers both job embedded training for teachers and administrators and on site workshops on coaching teachers and supportive instructional strategies. The leadership team, the new principal in particular, would benefit from this continuing professional learning experience.

In order to support teachers in their quest for content area specific training in both knowledge and skill development, curriculum alignment and implementation, developing quality assessments based on standards and research based instructional strategies, we are planning a comprehensive, multi-year professional learning model. Teachers will be chosen to attend based upon leadership skills, eagerness to learn, passion to share what they learn with others and professionalism. they will particpate in train the trainer type sessions and bring their new understandings and skills back to the others. This will help strengthen all teachers skills and competencies, not just the ones that attend.

Describe the process used to select the Transformation Model to meet the improvement needs of the school.

The school's Principal Advisory Council (PAC) serves as the primary decision-making entity of the school. This group with advice for the Kentucky Department of Education, selected the transformation model in 2012 and will be continuing with itThe PAC is composed of all administrators, including three principals, three counselors, the curriculum coordinator, building coach, community liaison, and education recovery staff. Improvement Priorities and Opportunities for Improvement from the February 2016 Diagnostic Review served as the initial basis for the school's 30 60 90 plan. In turn, the plan becomes the source for the Comprehensive School Improvement Plan (CSIP).

Additional input came from teachers via Professional Learning Clubs and from teacher leaders who attended the PAC meeting on a monthly basis. Ongoing input from PLCs and from other stakeholder surveys (parent, student, TELL) was also incorporated into the 30 60 90 plan, and the resulting CSIP.

Later during the school year, as more definitive data became available, PLCs, assisted by the Building Assessment Coordinator, completed detailed data analysis of the prior year's performance on state accountability measures using the "Big Buttons" data analysis tool. Each department's PLC then created an action plan to address deficiencies and presented the plan to the PAC. Resulting actions from these plans were added to the 30 60 90 plan, and in turn to the CSIP. The CSIP incorporated all actions the school planned to take to reduce the achievement gap and its underlying causes, including academic and non-cognitive sources. The strategies and activities presented in the 30 60 90 plan and resulting CSIP served as the foundation for the Transformation Model to meet the improvement needs of the school.

Transformation Model Required Activities
Please Note: You may only type in the gray areas.

Describe the process to replace the principal and select a new one. Documentation must be submitted verifying the hire date for the new principal.

The current principal is retiring at the end of school year 2016-2017. The position was advertised and posted on TalentEd as well as Kentucky Educator Placement Service (KEPS) on March 30, 2017. On April 18, 2017, the superintendent met with the Advisory Council at Hopkins County Central High

School. In discussion, they agreed to develop and administer a survey to be given to all stakeholders regarding their thoughts on what qualities they prefer in a principal. This survey was distributed to faculty and staff, parents, and community members as well as placed on the school website.   The council will compile the data from the surveys and share the information with the superintendent during a meeting on May 1, 2017. On May 2, 2017, the superintendent and the director of secondary instruction will be available before school to entertain any questions from the faculty and staff at HCCHS regarding their thoughts on the next principal. Interviews will be scheduled with the superintendent, director of secondary instruction, and assistant superintendent of student services for May 3-5, 2017.   The announcement of the next principal of Hopkins County Central will be on or near May 8, 2017.

Identify the ways the principal will have flexibility in school operations (e.g., staffing, calendars/time, and budgeting) throughout the implementation of this plan to substantially improve student achievement in literacy and math.

The principal at Hopkins County Central High School will be afforded the flexibility of any principal under KY state law. Following the Board of Education-approved staffing formula, the principal communicates with the School Advisory Council to help determine the make-up of the faculty. The district supplies a community liaison, a position which helps with relationships with students, parents and community stakeholders as well as works with persistence to graduation initiatives. The Director of Secondary Instruction is weekly in the building as well in a support role. Additionally, the superintendent has allowed the principal to maneuver staffing to allow for one additional basic unit above the number allocated by formula.

Flexibility in scheduling has also been bestowed upon the principal. The six period day trimester schedule is the backbone of instruction in the district high schools. However, HCCHS has been able to add a twenty-five minute period for Academic Enrichment, a period which most often focuses on literacy and math improvement. Identified students also receive additional instruction in reading and/or math through intervention courses for the length of time necessary for them to show growth and exit. Yearly, the school reviews scheduling practices, budgets and professional learning communities. The district and superintendent support the principal in the autonomy to make these decisions in the best interest of the students at HCCHS.

Describe how Kentucky's professional growth and effectiveness system will be used to offer a rigorous, transparent, and equitable evaluation system, resulting in necessary support structures for teachers and school leaders. Explain how the each of the following components will be used in helping to assess the school's and staff's progress in meeting academic needs and goals: student growth data, multiple observation-based assessments of performance, formative data collection tied to student achievement, and increased high school graduation rates, if applicable.

The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher and every school led by an effective leader. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

Our Certified Evaluation 50/50 Committee convened in April 2016 to begin the process of revising our district's Certified Evaluation Plan to include elements of the Professional Growth and Effectiveness

System (PGES) for implementation in the fall of 2016. The 50/50 Committee was comprised of 14 administrators and 14 teachers with representatives from all district schools, so that every school had a voice on the committee.

Self-Reflection and Professional Growth Planning

Reflective practices and professional growth planning are iterative processes. The teacher (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his or her administrator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

The Professional Growth Plan addresses realistic, focused, and measurable professional goals. The plan connects data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers identify explicit goals which drive the focus of professional growth activities, support, and on-going reflection.

All Teachers and Other Professionals participate in self-reflection and professional growth planning each year.   All teachers and other professionals will document self-reflection and professional growth planning in the state-approved technology platform.

The student growth measure is comprised of two possible contributions: a state contribution and a local contribution. The state contribution pertains only to teachers in the following content areas and grade levels participating in state assessments in reading and math..

The local contribution uses the Student Growth Goal Setting Process and applies to all teachers and other professionals in the district.

Supervisors are responsible for determining an Overall Performance Category for each teacher or other professionals at the conclusion of the summative evaluation year. The Overall Performance Category is informed by the educator's ratings on professional practice and student growth. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the Domains, district-developed rubrics (see local contribution for student growth), and decision rules that establish a common understanding of performance thresholds to which all educators are held.

Explain the process the school will use to identify and reward school leaders, teachers and other staff who have increased student achievement and high school graduation rates. How does this align with Kentucky's professional growth and effectiveness system?

The process the school will use to identify highly successful staff members will follow the policies for evaluation, the use of student data and analysis of walkthroughs and observations. The school will use data from CCR, common assessments; end of course assessments, K-PREP, CERT and ACT. Outstanding educators will be identified through analysis of these results.

The PAC meeting selects a "teacher of the week" during each session. Any and all members can nominate a teacher, review the reasons as to why they should receive the award. The group discusses the nominated teachers and reach consensus on a final winner. The teacher of the week then receives the trophy for the week. It is a travelling trophy that each selected teacher has possession of for a week and then it is passed on to the next receipient.

In addition to the teacher of the week, Hopkins County Central High School has numerous strategies to identify and reward teachers and staff for outstanding work. Some of these strategies include the following:

•   Teacher of the Month, a tier above teacher of the week.

•   Recognition of staff members and student scores at faculty meetings selected through data analysis.

•   Teachers presenting outstanding practices at faculty meetings practices and/or strategies proven effective in their classrooms.

* Thank you Thursdays in which the students select a faculty member and send them a handwritten note of appreciation.

* Staffulty of the month is a selection of a monthly classified staff person recognized for their achievements.

* Teacher Appreciation week

In an effort to provide an environment where opportunity for professional advancement exists, individuals are given the opportunity to serve as department level leaders as well as lead professional learning community (PLC) meetings.

These align with the TPGES system in components 2 and 3 for instruction and ???

Highly successful teachers that desire a National Board Certifications may apply for participation in a financial incentive program. The selection process will be based upon evidence of student growth and/or achievement, professionalism, willingness to try new initatives, rapport with students and other staff, and teacher initiative.

•   Assistance with National Board Certification. Once teachers successfully complete the process, they are reimbursed for 100% of the verified cost. SIG funding will also be used to pay the $100 mentoring fee for up to 5 teachers approved teachers. Teahers that comlete the certification will be asked to commit to teach at HCCHS for three years in return.

* Assistance with National Accreditation for Advanced Placement teachers to become trained and accredited free of charge. Through SIG funding, those selected will particpate in the training with no personal expense to them. They will be asked to commit to teach at HCCHS for three years in return.

Explain the procedures the school will use to remove school leaders, teachers and other staff who, after ample opportunities, as evidenced through Kentucky's professional growth and effectiveness system, have been provided for them to improve, have not done so.

A Corrective Action/Improvement Plan is to provide the teacher or other professional with additional assistance and supervision to help him/her to meet performance expectations as outlined in the district Certified Evaluation Plan. The Plan may be written at any time during the school year if the teacher or other professional demonstrates behaviors contrary to the representative duties/essential functions as outlined in the job description, and/or exhibits ineffective practices as outlined in the Kentucky Framework for Teaching and Other Professionals.

A Corrective Action/Improvement Plan will be developed by the evaluator and district representative to address specific deficiencies in the teacher or other professional's
performance and/or behavior(s). Once a Corrective Action Plan has been implemented, there will be more specific assistance provided to improve performance and more frequent monitoring and review of progress by the evaluator and/or district representative.

The evaluator will show evidence of supports provided to the evaluatee by documenting minutes of all meetings regarding the Corrective Action/Improvement Plan. All Corrective Action/Improvement Plan review meeting minutes shall include:
•   a list of all participants including at minimum one district representative
•   signatures of all in attendance
•   dates and times of review meetings
•   deficiencies discussed
•   goals addressing indicator(s) and/or representative duties/essential functions identified as areas of improvement
•   activities/strategies to facilitate goal attainment
•   date of next review

When the deficiency has been corrected, the evaluatee will move back into the Professional Growth Plan Cycle. If there is no improvement with the Corrective Action/Improvement Plan, the district may choose to terminate the employment of the teacher or other professional

Describe job-embedded professional development, designed with staff input, that is aligned to the school's literacy and math improvement goals and curricula.

Wednesdays at HCCHS are set aside for either job embedded professional learning or professional learning club (PLC) meetings. Teachers either participate in professional learning directed by Education Recovery staff and/or colleagues or meet in their PLCs. These sessions are classroom

specific, targeted best practice instruction practices solely modeled and discussed to improve student achievement.

The Professional Learning Club agendas are submitted to leadership along with the minutes. They address student learning, instructional strategies, curriculum, and lesson planning, among other significant topics.

Embedded professional learning is delivered during each departments planning time. The selection of topics presented during this time are determined primarily using the results of the most recent diagnostic review and teacher input. The comprehensive school improvement goals, school goals, and department goals are also used as a guide to help determine the schedule. The chart below shows the embedded PD/PLC schedule for the 2017-2018 school year.

Upon conversations with Dr. Mike Rutherford, we are asking for funds to pay him to work with both instructional and leadership staff as an educational consultant. We feel the most productive strategy for our situation would be to work teachers and administrators through the Artisan Teacher content , as well as an assessment of the faculty's current talents and strengths. Dr. Rutherford would also provide feedback and coaching support for teacher leader/supporters. The consultation services would consist of a kick-off/ introductory session with the faculty to introduce the Artisan Teacher concepts and prepare them for the assessments. This would be followed by coaching in either a single day-- or, an after-school session preceded by a day's observations. Then, we would do a quarterly visit to continue the work and further sharpen the feedback and coaching skills that support Artisan Teacher. Administrators would also attend the Artisan Leader Conference series in Charlotte (November 6-7 and March 8-9) during school year 17-18.

Identify and describe the strategies (i.e., financial incentives, opportunities for promotion, flexible working conditions) that are designed to recruit, place and retain effective staff.

Hopkins County Central is a school with high expectations for all with the mission of "Dream Big, Work Hard, Achieve Success." These expectations include the belief that all students will become college and/or career ready upon graduation. This transition readiness is paramount as the school is attracting students.

A few reasons for this include:
• Teachers hold their students to high expectations, especially those who are from low income communities.
• Professional Learning is provided to teachers with support from KDE's Educational Recovery staff and outside consultants allowing them to grow and remain current on the latest pedagogical innovations.
• Leadership opportunities, networking and a collaborative atmosphere through PLCs are present for teachers at HCCHS

With recruitment, college fairs are attended by both district and school staff. These are both local as well as on site at regional colleges and universities with education preparation programs. The district also advertises vacancies in national publications and websites such as HBCU Magazine and Diversity In Ed.

Once teachers are hired in the building, they are placed in courses which are congruent to standards for curriculum. Student needs determine this placement. Teachers are supported through guided planning sessions weekly with the administration, ER staff, or curriculum coordinator.

For retention in the school, new teachers who require an internship receive KTIP guidance. For all teachers new to the building and not interns, the district has a New Teacher Induction plan that allows for a mentor to be assigned, as well as a district coach to provide insight and coaching if necessary. Tenure is granted upon the start of the teacher's fifth year. HCCHS currently evaluated teachers according to the Board of Education approved Certified Effectiveness Plan (CEP). Teacher of the Week is awarded regularly at HCCHS as well as the Staffulty Member of the month to recognize accomplishments in the building. As a district, yearly awards given include the following: Teacher of the Year, Administrator of the Year, Classified Support Services Employee of the Year, Facilities Manager of the Year, Food Service Employee of the Year, Transportation Employee of the Year, and Secretary of the Year.

Teachers that are content with their working conditions will remain there. HCCHS tries very hard to ensure that our school is a safe place to work with updated resources. A school resource officer (SRO) is housed at the school daily. Computer labs were updated by the district two years ago with new desktop machines. Special education and students assigned an intervention course have iPads available for use. There are smartboards positioned in every classroom that teachers may use daily.

The common planning time that each department utilizes is a way of sharing and supporting each other that also leads to sustainability and teacher retenetion.

The Hopkins County School District provides an assistant principal cadre. This cadre of assistant principals visits schools within the district to learn more about instructional strategies and further understand the principal's role. This cadre meets quarterly also to learn more about principal roles and responsibilities.

Hopkins County School District provides curriculum specialists who work in all schools. These specialists work directly with assisting teachers with instructional strategies, aligning and developing the curriculum, conducting walkthroughs as well as serve as a guided planning facilitator working directly with teachers. We are fortunate in the Hopkins County School district that within the past several years, four of these curriculum specialists have been selected (promoted) to assistant principals.

Additionally, the Hopkins County School District is fortunate to have a community benefactor who provides a scholarship each year through Murray State University for aspiring administrators. This scholarship opportunity is shared with principals who in turn share with teachers. The scholarship is for teachers to take classes in educational administration at Murray State University.

Future plans are to provide an environment where opportunity for professional advancement exists, Hopkins County Central administrative team will create opportunities to financially reward those high performing teachers to improve their capacity.

Highly successful teachers that desire a National Board Certifications may apply for participation in a financial incentive program. The selection process will be based upon evidence of student growth

and/or achievement, professionalism, willingness to try new initatives, rapport with students and other staff, and teacher initiative.

•   Assistance with National Board Certification. Once teachers successfully complete the process, they are reimbursed for 100% of the verified cost. SIG funding will also be used to pay the $100 mentoring fee for up to 5 teachers approved teachers. Teahers that complete the certification will be asked to commit to teach at HCCHS for three years in return.

* Assistance with National Accreditation for Advanced Placement teachers to become trained and accredited free of charge. Through SIG funding, those selected will particpate in the training with no personal expense to them. They will be asked to commit to teach at HCCHS for three years in return.

Describe the research based literacy and math programs to be implemented. Describe how they are vertically aligned by grade level and state academic standards to address the previously identified causes and contributing factors to low student achievement.

Hopkins County Central High School teachers in English Language Arts and Math went through a systematic process in which they "bundled" and vertically aligned the common core standards and assigned them to courses.

All English Language Arts (ELA) teachers met during released time and continued the work during the school year through PLC meetings. From this work came a comprehensive curriculum map that included suggested resources, timelines, pacing guides and assessments. They contain recommended exit standards for each grade level.

 Each of the documents is placed on an internal school drive so teachers may access them. This is particularly helpful when a new teacher is hired as it gives them a solid basis for what is expected to be taught in the classes they will be teaching.

 The Math teachers followed a similar process but the outcomes initially were not as solid. The documents developed were not as comprehensive as the ones in ELA. Their subsequent work has been more difficult and they still struggle some with being textbook based aligned as opposed to standards.

The current curriculum documents are reviewed in the spring of each year and revised as necessary from fedback from teachers and assessment results. At HCCHS there are numerous systems in place to ensure all aspects of the literacy and math programs are effectively providing quality instruction. These include professional learning sessions, guided planning sessions, walkthroughs, PLC monitoring and data analysis sessions.

Professional Development: Professional development sessions are provided each month by members of the Education Recovery team with teachers during their planning periods.

ER staff as well as administrators using walkthroughs record that information learned in these sessions is transferred and implemented in the classroom.

Guided planning: Members of the leadership team (all three principals, ER staff, the educational consultant and the curriculum specialist) serve as facilitators and meet with teachers on a weekly basis in a "guided planning" session. A schedule is established whereby each teacher has a mentor who meets with him/her during a planning period each week. During these sessions, weekly lesson plans are reviewed and discussion occurs pertaining to the following components of the lesson plan: standards, learning targets, purpose and process, interactive lesson components, assessment, data/response to intervention. This is a way to monitor the curriculum is being taught.Teachers are coached in specific areas, resources are provided as necessary and mentors follow up with teachers on effective math and literacy instruction in their subsequent guided planning session.

Walkthroughs: Walkthroughs are conducted on a regular basis by members of the leadership team. The Administrative team has organized the walkthrough schedule for the guided planning mentor to include bi-weekly walkthroughs in classrooms of the teachers who the facilitator is coaching. This enables the mentor to talk with the teacher about effective research based literacy and math strategies to implement with students as well as to check that the curriculum planned for (intended curriculum) is the one actually taught (achieved curriculum).

PLC monitoring: Professional Learning communities meet twice monthly during planning periods at Hopkins County Central High School. During these sessions, various learning occurs among members. Often members are asked to share with one another student lessons and student work. Team members are asked to review the lesson and determine the rigor of the presented lesson, thus, providing feedback to the teacher about how this lesson could be improved.

Reading:

Achieve 3000-Improvement in reading comprehension is needed for College and Career Readiness and improved student achievement at all levels. This program is researched based with documented results for high school students.   Achieve 3000 is a patented literacy cloud based program that through a universal screening process assigns each student an entry level Lexile reading level and matches individualized lessons based upon this pre-assessment. The program provides high interest, grade appropriate articles tailored to the student's individual Lexile levels, and is based on common core standards which is congruent with Kentucky Academic Standards. Achieve 3000 also provides updated Lexile measures for each student as their levels change. This is the pre and post data that will be utilized to measure effectiveness. Achieve will be used for intervention as well as supplemental instruction within the classrooms. This tool will allow for personalized, individual instruction for those lowest achieving students, including those in the special education and lower soceio-economic group.

All teachers have been trained extensively in using Achieve 3000 by the Achieve professional developer not only at initial implentation but throughout the year. It is an essential part of using the program productively and with the most impact. For smaller periods of time, IXL reading will be utilized. IXL reading is a cloud based program that targets essential skills for mastery. Teachers also utilize literacy based strategies that were learned through Kentucky Reading Association sessions, KY Cognitive Literacy Model training and directed book studies on improving literacy through the content areas.

Math

IXL- The math instruction will be provided by a highly qualified math teachers that will implement components of the Math Design Collaborative initiative and the technology based platform of IXL Math. IXL Math is a cloud based technology program congruent with Kentucky's Core Academic Standards. IXL Math logs practice time and number of questions completed for each identified student by skill with a required score of 80% before that skill is considered mastered. The pre-assessments and post assessments will be standards based teacher generated assessments. IXL will be used to provide intervention as well as supplemental instruction within the classrooms. This tool will allow for personalized, individual instruction for those lowest achieving students, including those in the special education and lower soceio-economic group.

Math teachers were also provided job embedded math learning by Leslie Texas, math consultant, last year. They have and will continue to implement the strategies she shared with them during her visits and observations with them.

All teachers are currently refining their skills in the use of formative assessments, high quality summative assessments, the effective use of feedback, and questioning skills as researched based strategies in use in classroom instruction.

Describe the plan/process to continuously use student data (i.e., formative, interim, and summative assessments) to inform and differentiate instruction and how it will be integrated with the implementation of schoolwide response to intervention.

At PLCs (twice monthly) and at faculty professional development sessions (monthly), teachers are charged with reviewing data from common assessments as well as state assessment results to determine frequently missed questions identifying both literacy and math standards that may need to be retaught to students. The district purchases Gradecam for all teachers and this tool is used for assessments to expedite data analysis and track students' progress. For state assessments, a pre test is given at the beginning of the school year, followed by a district-wide mid year mock assessment to determine students' progress and provide data for differentiation of instruction in preparation for the end of year summative assessment. PLCs were required to analyze mid year mock assessment results, create a plan to address students who didn't meet benchmark, and present the plan to the Principal Advisory Council (PAC).

The College readiness Entrance Tool (CERT) is given to all 9-10th graders two times per year as a universal screener. These results are reviewed and students that need additional or alternative instruction in reading and/or math are then scheduled into an intervention course. This may be for one, two or three trimesters, depending upon their progress. CERT is also given to 11th graders and the data is analyzed by content area teachers to determine the in class interventions that should take place prior to the ACT. Students work on CERT videos during AE. The videos are individualized based on each student's performance on CERT.

Teacher recommendation and less than proficient performance on state assessments may also result in students receiving intervention instruction.

Describe the schedules and strategies implemented to increase learning time (i.e., enrichment, core academic instruction, extended day, before or after school, additional PD/planning activities).

Hopkins County Schools operate on a 185 day calendar. We have a six period, tri-mester schedule.To provide increased learning time beyond regular school day, we provide ESS (Extended School Schedule) instruction 3 days per week both before and after school for all core academic areas. Prior to the end of each trimester, enhanced learning sessions after school allow students to gain study skills in core academic courses. We also provide summer school as an opportunity for students who have been academically unsuccessful.

Our intentions, given approval of the School Improvement Grant is to re-examine after school opportunities for student advancement. We propose to implement an "Enhanced Learning" (EL) program.The schedule will be two days per week after school during the school year and beginning in the summer after the 17/18 school year. The students will be provided transportation after attendance of these sessions.

The students that have the greatest need for assistance generally lack transportation to stay after school Many have the desire to stay and teachers are willing to work as well but transportation is a barrier. Approximately 38% of the student population ride busses to and from school. We believe that through transportation our most needy students will be able to get additional instruction in reading and/or math and help us begin to close the achievment gap, especially within the students with disabilities group. Participating students will receive instruction in reading and/or math.

The schedule will consist of two hour sessions immediately after school, two days per week. Reading and math will be offered providing individualized direct instruction to students based upon their assessed deficits.Those that are referred for consistently failing grades, attendance problems or repeated discipline infractions will receive on hour counseling each week with a certified counselor.

To encourage and enable teacher collaboration, our schedule includes common planning for all core content areas across all grade levels - thus, providing daily opportunities for vertical departmental conversations, PLCs, and embedded professional development. In addition, our district schedules four designated professional development days during the school year. School is not in session on those days. Additional after school faculty professional development team data analysis sessions give teachers the chance to work cross-departmentally and across grade levels with other teachers.

For more well-rounded experience for our students, we offer them the chance for work-based learning through two of our Career and Technical Education programs, Agriculture and Business Education. Our Health Science program also collaborates with the local hospital, Baptist Health-Madisonville and Madisonville Community College to make available an off- site, hands-on academic/work experience for nurses and for EMTs (Emergency Medical Technicians). Career and Technical Education service organizations and our Air Force JROTC programs also provide service-learning opportunities and competitions outside the school.

During the 2014-2015 school year an academic enrichment time period of 25 minutes was added to the schedule. During this AE time students receive additional instruction for developing math and reading skills. This addition led to a marked improvement in our College and Career readiness students resulting in a 100% (with bonus) in 2015-2016. Our ACT scores have shown growth as well which we attribute to this time.

Academic enrichment time however is not enough time for many students to remediate skills in literacy and math. We are proposing, through the acquisition of this School Improvement Grant (SIG), adding additonal time after school to further extend this learning. Many students do not have transportation to stay after school though many need to and would like to. We intend to provide transportation home from these extended academic enrichment sessions .

The education recovery staff and HCCHS staff collaboratively developed a "Stop, Drop, and Walk" process that was recognized by the Kentucky Department of Education as a best practice. This best practice isoutline below:

Describe the situation before the practice was developed. Note reasons why improvements were needed.

During the 2014-15 school year Hopkins County Central High School made a focused effort on improving instruction through the use of classroom walkthroughs. Initially, all of Hopkins County Central High School's administration team (consisting of principal, two assistant principals, curriculum specialist, district educational consultant, and two educational recovery personnel) were given the responsibility of conducting guided planning and walkthroughs for a group of teachers assigned to each administrator. (Guided planning is the process of administrators meeting with individual teachers each week. During this time the administrator and teacher review lesson plans, develop and analyze assessment data and the mentor coaches the teacher based on walkthrough data or other concerns.) Each walkthrough and guided planning event was documented using eWalk, a flexible mobile observation and data collection application. As guided planning sessions and walkthroughs were completed, a copy of the documentation was emailed to the principal for review. He then forwarded a copy to the appropriate teacher.

The guided planning and walkthrough data was used to provide individual feedback to the teachers regarding their classroom performance. At the end of the school year, the principal and Educational Recovery Leader reviewed the past year's observation data and discovered there were inconsistencies between observations conducted by administrators possibly due to the lack of calibration. Also, because feedback data was only communicated to the observed teacher there was no collected trend data for the school or content area departments. The only data collected and analyzed was at the individual teacher level. This demonstrated a need to expand the system for the 2015-16 school year to include a department and schoolwide analysis that would lead to instructional changes.

Approach-Describe how the practice aligns to the organizations goals, and how it aligns with students, parents, staff, and the community.

At Hopkins County Central High School, walkthroughs are now implemented to collect data regarding instructional practices, classroom culture, and student performance. Data is analyzed to determine strengths as well as areas of growth. Administrators use this data as a basis for coaching teachers.

The data is also used to identify areas of good practice. When a teacher is observed demonstrating a good practice he/she can be used as an exemplar for any teacher that may need support with an identified practice. During the 2014-15 school year, the walkthrough instrument was based on the Teachers Professional Growth and Effectiveness System known as TPEGS. This was purposefully done in order to provide additional feedback aligned with the TPEGS evaluation. The areas evaluated included 1) Creating an Environment of Respect and Rapport, 2) Establishing a Culture for Learning, 3) Managing Classroom Procedures, 4) Differentiation, 5) Instructional Time, 6) Managing Student Behavior, 7) Communicating with Students, 8) Questioning and Discussion Techniques, 9) Engaging Students in Learning, and 10) Using Assessments in Instruction. For the 2015-16 school year, the walkthrough instrument was revamped to reflect the Effective Learning Environments Observation Tool (Eleot) focusing on student classroom activity as opposed to focusing on teacher actions. The desired goal was to improve instruction throughout the school building based upon walkthrough data resulting in increased student achievement. This goal was reflected and documented in the 30 Day Principal Recommendation Plan developed by the Educational Recovery Leader and Principal. This was part of a 30, 60, 90 day plan that was developed to meet the school goal of improving classroom instruction, particularly for novice students through differentiated instruction.

Deployment-Describe the process used to develop the solutions which became the Best Practice (or promising approach) and describe the implementation process.
Although walkthroughs were occurring regularly and feedback was being given to individual teachers, no department wide trends were being identified. Also, only the observer, the principal, and the observed teacher was given feedback so often there was an "island" like perspective concerning walkthroughs. To increase accountability between staff members as well as to give a more complete picture to administrative staff, monthly "Stop, Drop, and Walk" was created.

The process developed and implemented is as follows:

1.   The "Stop, Drop and Walk" team members were identified by the principal. The members included the principal, the two assistant principals, the curriculum specialist, a district educational consultant, and two educational recovery staff.
2.   The Educational Recovery Leader provided Eleot training to the entire "Stop, Drop and Walk" team. This was to provide consistency in the method of observations.
3.   A calendar identifying the dates, times, and departments was published and given to the "Stop, Drop, and Walk" team members. Each department was given a monthly date and time. The times rotated to a different period of the day in order to for different classes to be observed.
4.   On the identified date and time, the "Stop, Drop and Walk" team would meet at a designated location. Each administrative team was randomly assigned 1-2 teachers on which to complete a walkthrough during the next hour.
5.   At the end of the hour following the walkthroughs, the staff would reconvene. Discussion was had regarding what was observed. Trends, concerns, and areas of strengths were identified and documented. Any specific questions regarding the observation process were addressed at this time. Receiving clarity and coming to consensus on any "gray" areas increased consistency between individual observations as well as assisted in calibrating the process.
6.   Representatives of the identified department (including the department head) would attend the Principal's Advisory Committee (PAC) meeting following the "Stop, Drop, and Walk" session. During this meeting, the principal would present the compiled data from the "Stop, Drop, and Walk" session. The data did not identify specific teachers but instead focused on department wide information. The

feedback included focused areas of need as well as commendations concerning areas of strength. Department representatives were given opportunity to voice any concerns and questions regarding the feedback from the data. A report of the compiled data was then given to the department head to review at the following department PLC.

7. At the following PLC, the department head would review the "Stop, Drop, and Walk" data with the entire department. The PLC members would then brainstorm and discuss possible strategies to be implemented in order to improve any identified areas of needed growth.

8. The next month's "Stop, Drop, and Walk" session will use the same process. However, during review of the data, areas of focus would be reexamined to determine growth.

9. The compiled data was then used to determine needed professional development both school-wide and for specific departments.

Please refer to attachment "Stop, Drop, and Walk" for more information.

Identify ways family and community supports will be involved with providing meaningful input with planning, implementing and engaging partners in the school(s') improvement plan for the grant's duration.

HCCHS faculty believes that families and community are essential partners in educating our youth. There are multiple activities which the families and community are directly involved with HCCHS faculty and staff.

Each of the Career and Technical Education courses are advised in curricular areas from their advisory council. These councils are made up of community business leaders within the industry in which the courses teach.

All parents were invited to particpate in new principal selection through a survey of what characteristics they would like to see in the new principal. This was done as a ranking survey but also had open ended opportunities.

Family and community involvement has consistently been an area of work for the staff at HCCHS. There has been a significant increase in the numbers of parents attended conferences and open houses as evidenced by the sign in sheets. These can be attributed in part by an effort to better improve communication home through the use of one calls, e-mails, school webpages and mailings home.

The Youth Service Center offers many programs, funded by local agencies, as an outreach for students and their families.

Hopkins County Assistance office requires parent involvement to qualify for the Christmas for Kids program. Throughout the school year, parents/guardians will have the opportunity to receive credit for their attendance at identified sessions on many different topics. These sessions will be open to all families, and the sign in sheets will be reviewed to award credit for attendance. To be eligible for Christmas for Kids' assistance, applicants must complete 2 hours at these sessions. Multiple

sessions will be approved and offered at a variety of times and locations. Thanksgiving food baskets are made for families that will request them and do an additional two hours of training.

Local donations supply shoes for the "Happy Feet" program which gives shoes to students in need as identified through staff referrals.

Weekend food bags are sent home with qualifying students each weekend. These bags are sponsored by local community churches.

Several community partners provide scholarships to our graduating seniors. These include:
 Rotary Scholarship
Lions Club Scholarship
RL Sullivan Scholarship
Wyatt Whitaker Memorial
Scott Gaines Memorial Scholarship
Mary Florence Long Scholarship

These organizations are critical to the positive transitions of our students to post secondary education.

* Families are invited to the school, or communicated with, several times throughout the school year:

  - Parent/Teacher conferences 2 times a year (Fall & Spring)

  -Incoming 9th grade parents are invited to Parent Night in April to discuss class options with teachers and administration during this time

  -Brochures are purchased to give to parents about how to help their students study,

  -Parents are invited to registration every summer prior to the new school year- given the opportunity to speak with teachers and administration during this time

  -YSC coordinator has multiple events for parents to attend during the school days and evenings to provide services such as helping their students improve their grades

*Community leaders are invited to the school several times throughout the school year:

  -Community Leadership Days 2 times a year (October and March). Community leaders are invited to become high school students for the day. They tour classrooms and participate in hands on activities. They hear from administration and are updated with all the activities and happenings within the school. Lunch is provided by the students in the culinary department.

  -All sporting events

  -Graduation and senior events

-Operation Preparation in December- Business leaders are invited to set up a booth talking to the 10th grade students about their careers

Identify the intensive technical assistance and support provided to the school by the district.

The school is supported by the district in these ways:

•	District provided school-based community liaison
•	District administrator will attend weekly Principal's Advisory Council meetings to continue positive communication between the district and school
•	District PBIS coordinator continues to work with staff and school to maintain fidelity of the PBIS program
•	District instructional coach assigned to HCCHS
•	RTI/KSI district coordinator works with the school regarding interventions
•	The district and the Hopkins County Sheriff's Office support a fulltime School Resource Officer for HCCHS through Safe Schools.
•	The new Hopkins County Career and Technology Center affords HCCHS students the opportunity to gain career/transition readiness through hands-on and dual credit opportunities.
•	District technology department supports HCCHS through the regular updating and upgrading of technological systems and hardware as well as training for teachers and students
*	Asisstance from a district provided Technology Integration Specialist.
*	Provided new survaillance cameras.
*	District purchase of Kentucky Association of School Council materials, including the 'Big Button" analysis.
* Facilitation of the "Big Buttons" activity:

Reducing the number of students that perform " novice" has been a BIG button no matter what accountability system is operating. Reducing novice continues to be critical. In the current system, novice scores result in zero points. Additionally, if there are more novice than distinguished scores in the achievement category schools do not earn bonus points and would if it were reversed. Therefore, reducing novice keeps zeros down and helps earn bonus points for distinguished performance.

With the addition of Novice Reduction to the Gap calculation, schools are required to reduce the gap novice percentage(s) by 10% in order to reach the yearly target. The total Novice Reduction score counts as half of the Gap category.

A rural school in a district receiving funds under Title VI, Part B, Subparts 1 or 2 (the Rural Education Achievement Program) may modify one required element of the Transformation Model. This modification must meet the intent of the originally required element. If the school elects to take advantage of this flexibility, describe the following. ***Note: This flexibility only applies to schools in districts receiving REAP funds and it is not required to address this question.***
1.	What is the element to be modified?
2.	How will the element be modified?

3. How does this modification continue to meet the intent of the originally required element?

N/A

Schools are not required to address "permissible activities". However, if a school does include permissible activities it may do so in the spaces below.

Transformation Model - Permissible Activities
Please Note: You may only type in the gray areas.

Describe the new governance structure (i.e., hire turnaround leader, contract with a management company, SBDM Council loses authority) and why it was selected.

In the year 2011-2012, Hopkins County Central High School was named a Priority School and the Site-Based-Decision-Making Council was deemed to not have capacity to oversee the school's operations. At that time, the principal was given sole responsibility of the day to day operations of the school. At Hopkins County Central High School, a Principal's Advisory Committee (comprised of teachers and parents) was developed to advice the principal in the day to day operational decisions, much like a School-Based-Decision-Making Council. However, the principal makes all decisions without an approval of this committee. This Advisory Committee only advices the principal on issues, policies, or day-to-day decisions. This structure has been in place for the past 5 school years.

Describe the district plan to ensure the school is not required to accept a teacher without the mutual consent of the teacher and principal.

Although the superintendent ultimately hires and fires teachers, the Hopkins County Central principal conducts all teacher interviews and consults with his Advisory Council (in lieu of a SBDM) prior to making a recommendation to hire a teacher for his building. The superintendent supports the school's decisions so that the school is not required to accept a teacher without the mutual consent of the teacher and the principal.

According to our interview policy (Personnel Policy 03.11), the building Principal shall select personnel to fill vacancies from a list of applicants recommended by the Superintendent and after consultation with the school council (where one exists). The Superintendent shall provide names of additional applicants upon request when qualified applicants are available. Personnel decisions made at the school level in SBDM schools shall be binding on the Superintendent who completes the hiring process. In non-SBDM schools, the Superintendent will provide the Principal with a list of applicants. The Principal will recommend an applicant to fill the vacancy. The Superintendent will make the final decision.

Describe the district plan to conduct periodic reviews to ensure the curriculum is implemented with fidelity and modified if ineffective.

The district conducts, at minimum, walkthrough observations twice a year to monitor the implementation of curriculum as well as instructional impact. Data is shared with the building

principal and curriculum specialist. The curriculum specialist position is present in all schools and part of this job description includes the review and revision of curriculum. This is done at HCCHS in PLCs and in guided planning sessions. These curriculum specialists meet regularly with instructional directors at the district level to communicate regarding the curriculum. Assessments are also analyzed at the school level through the PLC process.

With guidance and facilitation from Educational Recovery staff, teachers currently spend two days each Spring reviewing and revising their curriculum documents. Many times this is done without compensation. With the full implementation of the Next Generation Science Standards, we need to completely revise our existing documents and resources. The science staff previously met and revised the course offerings to better align with the new standards but at that time Biology was still being assessed by an end of course exam. This needs revisited for possible adjustent. Science equipment is needed to fully implement the more hands on learning and investigative approach.

Describe how the district will provide additional supports and PD to teachers and principals to serve students with disabilities and limited English proficiency.

The district provides supports for students with disabilities in the ways listed below:

1. LBD CIA - has been hired for the past 2 years to work with all students with disabilities

2. District Mentoring program is in place for first year special education teacher. New teachers will have a district mentor and school mentor

3. Specific Funds from IDEA part B are used to provide things such as iPads and chromebooks for technology for students with disabilities to use

4. Building Coach positions are put in place to support district change/state level change and then communicate that to staff within building

5. WKEC Novice Reduction co-hort program? Not sure if school or district paid for this.

PD for teachers:

1. Co-teaching PDs may be offered by district or school depending on need

2. Differentiation PDs may be offered by district or school depending on need

3. Schools may communicate to district where our need is at, and depending on approval, district may allow schools to focus on their needs of concerns

English Proficiency additional supports and PDs:

In order to provide students with English language development and meaningful participation in content, Hopkins County EL (English Learner) students will be served primarily through Structured English Immersion. In which, every student identified as LEP will be provided with a Program Services Plan (PSP). To be created by a committee comprised of stakeholders invested in student

success, such as, content area teachers, EL staff, and guidance counselors, etc. The Plan will document individual objectives for the student to achieve as well as modifications, accommodations, and resources used in the classroom in order to level the playing field and help the student to be successful. Additional Pull Out support may be provided by EL staff.

Describe plans, in secondary schools, to increase student enrollment in advanced course work including supports to ensure low-achieving students can take advantage of these programs.

At Hopkins County Central, we offer three levels of course work: standard, honors and AP. With the exception of incoming 9th graders whose placement is determined by CERT scores and course grades, our students choose their level of course work. For students who have performed well in their classes, we strongly encourage them to take honors and AP classes. We do not exclude any 10th - 12th grade student from selecting advanced level courses. AP test fees are waived for students who qualify for free or reduced lunch.

In addition to after school ESS, we also provide additional supports during school hours with our 25-minute daily Academic Enrichment period. Three AE classrooms are specifically set up for students who are need additional time/help with their coursework, which provides students who do not have transportation for after school ESS an opportunity to get caught up. Also, we provide intervention classes for English, Reading and Math to help low- achieving students attain academic success.

Describe transition activities from middle to high school such as summer transition programs or freshman academies.

Hopkins County Central will use ESS funds allocated by the district office for a summer freshman transition program.

In March, all incoming 9th graders are invited to tour the CTC. The HS counselor is invited to attend as well and speaks to them about career pathways, exploring their options and keeping their grades up

In April, the counselor visits each middle school to discuss class options, career pathways (current students attend to share their experiences), talk about the importance of test scores, AP and Honors classes information is shared. Students have the chance to ask questions.

In April, 8th Grade Parent night takes place. Parents and students are invited to the school. They hear about clubs, sports, organizations, etc from current students. They talk with their future teachers about classes and make their class selections for the next school year.

In July, 9th grade registration takes place. Students pick up their schedules and pay their school fees. They can meet with their future teachers and talk more about career pathways. Test scores are also discussed.

In July, 9th grade orientation occurs. All 9th grade teachers are teamed up with the students with a morning full of team building activities. They receive a tour of the school, practice open their lockers, get to know their teachers and classmates, and are fed lunch.

Describe strategies to increase graduation rates.

These are the initentional practices designed to improve graduation rates of HCCHS students:

•	Community Service Liaison works with Persistence to Graduate students to provide barrier reduction services and social/emotional development.

•	Credit Recovery online courses offered to assist students in remaining on track to graduate in 4 years.

•	Academic Enrichment period is utilized to assist students struggling in core content courses through specific content area instruction.

•	TRiO Talent Search representative provides academic, career and financial counseling to students from disadvantaged backgrounds.

•	Guidance counselors meet with 'at risk to graduate' students to discuss Hopkins County Schools Academy transfer option to encourage diploma attainment.

•	Graduation cords provided to seniors who attain College and Career Readiness.

•	KSI/RTI support classes are provided to 9th and 10th grade students struggling in Reading and Math to advance skills mastery.

•	Expanded career pathway options are available including the opening of new Career Technology Center (CTC) that created education enhancement for at risk students.

•	Principal conducts one-on-one meetings with seniors failing course/s required for graduation in an effort to imporve their classroom performance.

Describe the partnership with parents, organizations, and other agencies to create a safe school environment.

The Hopkins County School District and HCCHS are in partnership with the Western Kentucky Cooperative to develop an Emergency Operations Plan (EOP). This document was developed to serve as a guide to assist the district and school system sites and Emergency responders in the event of an emergency.

This plan is designed to protect students and staff during an emergency. In order to protect the safety and health of the students and staff it is important that the plan be read, understood and practiced by the entire staff to ensure that each person will operate in accordance with the plan in the event of an emergency.

Although the suspension rate is amid the national average, administrative staff have the desire to learn about timely issues and how to address them such as those related to gender identification.

The Henderson County Sheriff's department provides the school with an in house School Resouce Officer (SRO).

Penniroyal Mental Health partners with the school by providing a mental health counselor one day each week during the school year.

HCCHS staff also colloborate with other law enforcement agencies that provide drug dog searches, random drug testing, and multiple drills.

Administrative staff and the SRO works collaboratively with child protective services, the Department of Juvenile Justice, and court designated workers.

All teachers and 25 students are trained in the "Green Dot" program. This is an a peer based anti-bullying initiative.

If students need assistance with their own issues or need to report others issues HCCHS has a crime stoppers program and a crisis hotline. The crime stoppers program is operated by an outside agency that accepts anonymous tips and launches an investigation through appropriate channels.

The crisis line is operated by trained professionals that respond to student needs.

HCCHS and The Hopkins County School District are in compliance with :The Kentucky General Assembly passed Senate Bill 8, and HB 354 which changes Kentucky's current emergency plan law (KRS 158.163), taking effect on June 25, 2013.

Describe the strategies implemented to improve school climate and discipline.

Central Storm possesses a positive attitude and respects others. We strive for integrity and dedication so that we are known for our excellence.

What is PBIS?

Hopkins County Central High School is part of the Kentucky Center for Instructional Discipline (KYCID) for POSITIVE BEHAVIORAL INTERVENTIONS and SUPPORT (PBIS).

KYCID Mission

"The mission of the Kentucky Center for Instructional Discipline is to train and support schools in the implementation of positive, proactive, and instructional strategies so students become self-disciplined, responsible, and productive members of the Commonwealth."

The design of the PBIS approach is to educate all students of acceptable social behaviors and to adopt and sustain the use of effective, positive practices throughout the school and community.

PBIS Goal

To establish a positive environment that supports the adoption, sustained use and expansion of evidence-based practices designed to improve student behavior."

Students Expectations

Stay Positive, stay focused & positive

Be kind to others

Do your best

Take pride in your school

Tolerant of Others

Respect individuality respect the rights of others

Use appropriate language & Voice Level

Ownership of Actions

Be responsible of actions

Be honest

Dress appropriately

Respect Self and Others

Accept Ownership of your actions Respect privacy of others

Meet High Expectations

Do your best everyday

Be a good role model

Set positive examples for others

The "Storm Choice Awards" is a direct result from previous attendance from past Josten's Rennaissance training to improve school culture and climate. These awards are given during an evening presentation to students that normally do NOT receive awards. They are given for things such as inproving their grades the most, positive attitudes, teamwork, etc. Each teacher may nominate one student. The student and their parents are asked to come to the celeb ration but do not know which teacher recommended them or for what. That is revealed during the ceremony when the teacher presents the award.   This has been hugely successful for the school and students. Other activities that were developed from the SIG funded Josten's training include:

Development of a Legacy Board -The board is made up of six Staffulty members at the school. They attend Renaissance conferences to develop new ways to improve the school's culture and climate. They are always looking for ways to recognize and reward all people within the school usually with little to no expense at all. They seek out donations to make this happen or use the resources we already have here at the school i.e. technology, handwritten/homemade items.

Legacy Leaders were chosen this year via staffulty recommendations. They have to make A&B's, no more than 9 days missed of school for the year, and 0 behavior issues throughout the entire school year. They meet on Mondays during Academic Enrichment (AE) time. Normally the team meets every AE period for a month every Monday and to plan the rally and develop new ideas.

The recognition of a "Student of the Month" chosen from teacher nominated students.

Opening Day Rally is a hugely successful activity the students love and appreciate. Staff members welcome as soon as students arrived at the door, cheer them in and welcome each and every one as they come through the door. during the course of the first day students and staff aprticipate in team building games, recognizing students for their achievements from the summer, previous school year and any community services they particpated in during the break.

This year we formed a larger Legacy Leader Committee consisting of 43 members. These members designed and purchased tshirts identifying themselves as a member. This enables other students to recognize them as a person to go to with ideas for school culture improvement. It is the function of this group to create culture building events for the school. An example of this is the two legacy Rallies (2nd and 3rd trimester). Only students with A&B's, strong attendance and 0 behavior issues are allowed to attend. These rallies were 1) The Rock N Roll Rally—this was a talent show put on by the students. The audience received free popcorn and drinks. The popcorn was donated by the Hopkins Co. Credit Union and the drinks were donated by Dr. Pepper. Tshirts and candy were thrown into the audience. There was a DJ (free because it was a student's father). 2) The 5 Ps rally--was sponsored by the Army National Guard- They purchased 55 Papa John's pizzas for the students that were invited to the 5 P's Rally (Pizza, Pop, Pajamas and Pitch Perfect 2).

This group also operated two fundraisers- Drive One4UR School and a donation night the first home football game.

"Thank You Thursdays" is an activity in which one Thursday a month, during their English classes as a bell ringer, each student is strongly encouraged to write a thank you letter to any Staffulty member within our school building. They thank them for something specific or just all around for being kind, etc. The letters are then placed in the staffulty's mail boxes at the end of the school day. Teachers laugh, cry and are blessed when they read the handwritten notes.

Improvements to Staffulty of the Month that recognizes classified staff for their work were made for the current school year.

Provided music, prizes, certificates for teacher appreciation.

The Legacy Leaders travelled to Henderson Community College for the Mike Smith Conference and to Franklin Simpson for the Rise to the Challenge Conference.

Bus Driver Appreciation week resulted in tshirts and water given to them during the 1st week of school.

The Josten's Renaissance training has yielded incredible positive changes within our school culture. Continuation in this training is requested and will be expanded to include student leaders.

The community liasion along with an assitant principal developed a new student/struggling student survey that askes the student things the teachers may need to know to help them be successful. Some students are also assigned a mentor to help them with academic and social issues.

HCCHS hosts an annual Special Olympics Field Day that brings all of the students in the district to the campus to compete in field activities.

The community liasion is also a licensed counselor. He conducts weekly group counseling sessions with students that are identified through Kentucky's Persistance to Graduate program, students with multiple discipline referrals and those referred by a staff member.

The "Helper's Club" consists of students, including those with disabilities, that volunteer to help staff or other students with tasks in which they request some assistance.

The athletic director hosts an "Open Gym" every morning before shciool for students interested in exercising in the morning to start their day off right.

There are student sponsored clubs open to all students such as FFA that wrote a grant to Lowe's and received funding for school landscaping in which the students provided the labor and design.

Another component that came from previous SIG funded training through the University of Kentucky's Next Generation Leaders training was the development of the student voice committee. This committee advises the principal on the needs of the students and assists with all after school and/or community functions. This committee consists of students from each grade level and varying Grade Point Averages. Some also have been known to receive several discipling referrals. This gives a complete picture to the administrators of what students are thinking from multiple perspectives.

There is a functioning ad hoc discipline council that recently developed a behavior matrix in an effort to improve the consistency of disciplinary actions within the school. This is a major complaint for both students and teachers within the school.

Hopkins County Central works hard to address student barriers and emotional and behavioral issues.

HCCHS offers 3 different groups for student participation. Each group is different and covers different topics. Some topics do crossover but the approach to the topic is different based on the participants in each group. Currently there are two groups for males run by the community liasion, and one group for females run by the Youth Services Center Director. While the male groups are a process/psychoeducational group, the females strictly operates a psychoeducational group called the EGO club.

The curriculum followed for these groups is the Truthought curriculum. There are ten content areas of Truethought.

Tactics-   Tactics used to avoid responsibility and accountability.

Closed Thinking

Victim Role

The "I'm Okay" Self Image

Reckless and Careless Attitude

Instant Gratification

Fear of "Losing Face"

Power Control

Possessive Attitude

Superior Uniqueness

Participant Selection
All participants for the groups are referred by a staff member. A primary list of possible participants comes from the Presistence to Graduate list, top discipline referrals, and Teachers who have noticed a student that may struggle or who might benefit from participation. While EGO Club is open to anyone who wants to participate the other two groups are closed groups, and participants go through a selection process. The difference being is two of the groups are for processing. Not everyone does well in a process group. Each student in the group signs an agreement understanding confidentially and the limits of confidentiality. Parent permission is requested if the student is under the age of 18. Criteria for the process groups is based on the student's ability to process different experiences both positive and negative.   Because some of the topics are sensitive, and experiences are very real not everyone is emotionally ready to participate in a group. Each participant is interviewed and has had multiple one on one conferences with David Kyle before being selected. Each participant is given the rules for group and sign off that they know the rules and the consequences of breaking group rules.

Topics
Many different topics are brought up during group. All of these topics are based on Life Skills and decision making. Students learn from other participants how decisions have affected their lives both good and bad. Alternative choices are provided and different outcomes are explored. Participants often discuss very personal life experiences. Most often discussed topics are dating, drug use, violence, job skills, learning how to apply for a job, how to interview for a job, behavior, health, problem solving, emotional support, respect- showing it and receiving it properly. Often topics will include some traumatic experiences that the group helps the participant work through.

Describe how the school program has been extended to offer full-day kindergarten or pre-kindergarten.

N/A

Describe the per-pupil school-based budget formula being implemented that is weighted based on student needs.

The total spending per-pupil based on the budget formula is $7614. In addition to the funds allocated to the school from general funds, the district will apportion Special Education,Title I, Low and Rural Income, School activity funds and others based upon student needs.

Identify the school pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

Pre-implemetation activities for this period consists on new Principal training and education on the transformation model selected and implemented. There will not be a budget item for this as it will be done in-kind by Educational Recovery Leader.

Actions

Please Note: You may only type in the gray areas.

Explain how the district will monitor changes in instructional practice as a result of job-embedded professional development.

The district monitors these changes by conducting instructional walkthroughs, by attending meetings with administrators, by attending PLC meetings, by attending leadership team meetings at HCCHS. The district monitors common EOC benchmark assessment data annually, and the school itself monitors assessments and communicates issues with district instructional directors.

Describe how school personnel will be assigned or reassigned, maximizing teaching and learning to address the school's improvement goals.

As per the master schedule at Hopkins County Central High School, teachers are placed in courses that are congruent to the core standards for curriculum. Teachers are assigned according to needs of some students. Teachers receive support weekly through guided planning sessions (individual sessions with a teacher during their planning time one day a week where lesson plans are reviewed, data from recent common assessments or state assessments and/or interventions for individual students are discussed) either with an administrator, the curriculum coordinator or an educational recovery staff member.

The school is staffed with the strongest candidates in each content area that can be identified through an interview process.

This is an area of on-going growth for HCCHS. Leadership training for the new principal would be beneficial in improving the strength of this process. The following is the process for assigning teachers:

1. Review of Curriculum Guide by Departments   January
•   Course Descriptions
•   Career Pathways

2. Development of Registration Documents   January - March
•   Course Guide
•   Freshman Guide
•   Review of KDE CTE Pathways
•   Pre-Registration Forms

3. Pre-Registration Activity – Academic Enrichment   March

4. Pre-Registration – Computer Labs   April

5. 8th Grade Registration   April
•   Middle School Visits
•   Parent Night

6. Request for Department Teaching Recommendations   April/May

7. Student Requests Review (Counselors by Grade level)   May

8. Principal review of Teacher Recommendations   May/June

9. Master Schedule Creation*   June

10. Student Schedule Review (Counselors by Grade Level)   July

11. Summer Registration   July/Aug
•   Returning Students
•   New Students
12. Student Course Change Requests   August

*Deadline for completion tentatively July 6th - coincides with District Roll Over to New Year Calendar. Teachers can view their schedules once Roll Over has been completed.

As you can see this process involves the counselors "assigning" teachers into slots without a focused data analysis prior to these assignments. This is an area in which the school leadership needs to participate more actively in and will training to achieve this.

Identify how the use of school-level funds from various sources will be changed to support the school's improvement goals.

Hopkins Central High School implements a budget committee consisting of a member from each content area department. This committee meets every year to examine the budget and determines the needs and expenditures for school improvement. All departments are given allocations for professional development, resources and materials. The school portion of the allocation from the district provides professional development expenses, such as assisting with assessment training and the development of common assessments, pacing guides that align with the new common core standards and the development of literacy and math goals.

Our Advisory Council consults and approves with the principal the allocation of funds for instructional materials to help with CCR, ACT preparation, Quality Core and Common Core materials. Also the principal, after consulting with the Advisory Council will purchase needed textbooks.

In collaboration with the district, our labs received up-grades with our school contributing $10,000 from rollover funds. There have been few new technlolgy purchases since then. Technology was one of our greatest needs as identified in our November 2013 SIG monitoring visit and continues to be. With the limited amount of SEEK funds received for the district and school, applying for this grant is warranted for continuous improvement.

Budgets are reviewed and amendments are made to SIG budgets as needs of students and faculty change. As the need for remediation for Kentucky specific end of course assessments became apparent, funds were used to purchase supplemental classroom materials to develop core content knowledge as well as assessment skills for Biology, English 2, Algebra 2 and US History to assist in this work.HCCHS has an Advisory Council (three teachers, two parents and the principal) who review each month the MUNIS budgets explaining how monies are expended. This budget provides more funding for the English and Math departments because we realize the critical importance of these areas.

The administrative team reviews with the principal funds that are expended on students. College readiness activities were funded the first year as the need to improve the percentage of students graduating from Hopkins County Central college and/or career ready was indicated through a data review. Upon approval of this SIG application all junior and senior level students that did not meet all benchmarks, will be able to take additional Colege Entrance exams (ACT, SAT) in an effort to assist them in reaching a respectable score. The testing fees will be provided using SIG funds and will be given only after participation in the college readiness program. This is in addition to the provided testing vouchers currently available for free and/or reduced lunch students.

The principal in the school supports additional professional development for teachers and ensures that amendments are made to ensure that teachers attend professional development sessions pertaining to literacy across the content areas and advanced math instructional strategies. As data were reviewed and writing was found to be an area of need, funds were used to pay for professional development for teacher representatives from English, Social Studies and Math to attend the Kentucky Cognitive Literacy Model training for the past two years. The data review also indicated the need for reading strategies within the content areas to be developed school wide. SIG funds were directed for content area teachers to attend the Kentucky Reading Association Conference for the past two years which included workshop sessions on implementing research based reading

strategies within the content area classrooms. Multiple teachers attended these Professional Development Opportunities each year and brought back and shared what they learned with the other teachers within their content area departments. Department heads monitored for implementation of strategies that were brought back and shared.

Describe the review process of policies and practices of the Board of Education and School Based Decision Making Council conducted to ensure there are no barriers to prevent the full implementation of this improvement plan. Include the date(s) of the review. (This is not to ensure legally required policies are in place.)

In the summer of 2013, our newly hired Superintendent began the process of reviewing all of our Board- approved policies and practices as one of her first initiatives. This review resulted in the addition of several new policies and the revision of several existing policies, all of which went before the Board of Education for their approval. No particular policies or practices were identified as a barrier to the full implementation of this improvement plan.

The 2012 Leadership Assessment at Hopkins County Central resulted in the disbanding of the School Based Decision Making Council, so no SBDM review of policies or procedures took place at that time.

Our superintendent informed the Board members of the opportunity to apply for this School Improvement Grant in April. Both the superintendent and the Board members are supportive of the school and their aggressive approach to improve instruction for improved student achievement.

Describe the school and district policies and/or practices (e.g., curriculum, instructional practices, staffing, calendars/time/schedule, class offerings, budgeting, etc.) that have been changed to ensure the school is able to implement the improvement plan with fidelity.

The Hopkins County Board of Education and the central office took swift action in the 2011 -2012 school year when it became apparent that Hopkins County Central's accountability results would earn them Persistently Low Achieving status. First, an educational consultant was hired and placed at the school to begin monitoring instructional practices through constant walkthroughs. Second, the school and district began working more cohesively in anticipation of our leadership assessments through summer priority school training and increased district involvement at the school's administrative team meetings.

The school expressed concern that their current trimester schedule may have contributed in some way to their academic decline. As a result, the district assembled a joint trimester task force in 2012 - 2013 with members from both high schools to examine the schedule. Since no decision was made last year, we reconvened the task force this year and it was ultimately decided that the school would remain on the trimester schedule.

Although the trimester schedule remained in place, the schedule was changed to allow for year long classes in English, Math, Science and Social Studies.

The importance of college and career readiness for high school accountability has led the school to increase its industry certifications and the number of students that take various college and/or career ready assessments. The central office DAC and Director of Secondary Instruction is the point of contact for college and career and has worked with the school to ensure they have staff trained to administer all assessments.

The district office has worked with the school to develop its 30-60-90 (and beyond) day plan. In fact, another of the school's Big Rocks is district support. Several district personnel are included as responsible parties on the 30-60-90 day plan.

Any senior that is below benchmark on the junior ACT must have interventions to help him/her achieve college ready status. The district has worked with Hopkins County Central to employ interventionists so they can work with those students that need targeted assistance to meet benchmark.

HCCHS schedule will include a course of skill development of college entrance standards. Those students not meeting benchmark on their 11th grade state assessed college entrance exam will be asked to enroll in this course. We would like to provide additional instructional materials, instruction, and financial assitance with testing fees. This will have a direct impact on enhancing the college readiness of our soon to transition students.

Identify supports, outside the district, (i.e., education cooperatives, site researchers, higher education personnel, and other external providers) that will be utilized to assist the school in meeting its improvement goals. Describe the actions that have been or will be taken to recruit, screen, and select appropriate and effective external providers to ensure their quality. Describe how these external providers will be regularly reviewed and held accountable for their performance.

 Hopkins County Schools is very fortunate to have many external resources available to help in our quest to increase student achievement. From our local community college (Madisonville Community College or MCC) to the Baptist Health to the West Kentucky Educational Cooperative (WKEC) and Green River Regional Educational Cooperative (GGREC), our area provides many sources of assistance to our students and faculty to help them become successful.

MCC initiated a program several years ago called School Counts! The program, which is funded by community support, will pay qualifying high school graduates up to $1,000 per semester for four semesters toward tuition at MCC. Qualification requirements include a 2.5 GPA each year of high school, a 95% attendance/punctuality record, four-year completion of high school, and taking more than the minimum number of credits for graduation.
Other additional supports provided by MCC include:

•   TRIO Talent Search, a representative who works with selected economically/socially disadvantaged students three days a week to help prepare them for college

•   CONNECT, a college preparedness program that focuses on minority juniors and seniors

•   Dual credit opportunities for students in business, health science, information technology, and mining technology. Our school district works with MCC to evaluate the School Counts program by

tracking participating students who enroll at MCC. We monitor students who participate in dual credit programs within the TEDs database. For both the TRIO and CONNECT programs, we use the transition report data to determine how many of the graduates who participated in the programs have enrolled in college.

Another local entity that works closely with the schools is Baptist Health, our local hospital and clinic. Baptist Health works with MCC and the two high schools by providing the hands-on First Steps nursing and EMT programs for high school students, allowing them to learn in a clinical setting, and emerge as a certified nurse aide, or licensed EMT. Baptist Health also provides space for large district-wide meetings and functions. Students who are successful in these programs are tracked in TEDs database for Perkins and for Career Readiness.

West Kentucky Educational Cooperative (WKEC) exists "to assist school districts in maximizing resources to prepare students to excel," according to their mission statement. WKEC has provided Networks for core content area teachers to learn how to implement the Common Core, along with a myriad of other PD opportunities for both teachers and administrators. Professional Development reports that track the teachers who attend PD with WKEC are kept in the high school. Follow-up in school PD agendas show further sharing and implementation of the PD content school-wide. Indirect support for students' academic achievement is also provided through many other organizations, which given our high percentage of free/reduced lunch, is necessary to help our students succeed. Organizations such as the Family Advocacy Center (counseling), the County Health Department (provided a full time nurse and aide in our building and educational presentations in school), Pennyrile Regional Prevention Center (Drug and Alcohol Awareness training and counseling), local churches who work with our school Youth Services Center.

The varied community supports our school uses were selected based on the needs of our students and faculty. Our school and community demographic includes a significant population of free and reduced lunch students, and we have a lower than state average percentage of college graduates. Our gap students include free reduced lunch, disability students, and minority students. Each of our community support partners helps with at least one of these specific segments. The education cooperatives are the closest geographically that provide free professional development to our faculty.

Identify the state and federal funding resources that will be adjusted to continue reform efforts when the SIG funds are no longer available. Describe how data analysis will continue to drive instructional changes and annual goals.

The district will continue to use district funding, ESS funds, Title I funds, Title II funds, FRYSC funds, and any other available funding to continue supporting Hopkins County Central once SIG funds are no longer available. We may also pursue various other grant opportunities as they become available.

All assessment data including state, district and school results will be analyzed during PLC meetings and reviewed by members of the administrative team through a Plan/Do/Study/Act (PDSA) process. The results of this analysis will determine the level of funding of each department based upon these results. The school is committed to changing instructional strategies, through coaching and training of teachers, in areas that the data show instructional change is necessary.

Describe the procedures the school and district will implement to ensure that all actions taken and activities implemented result in sustainable processes that positively affect student achievement beyond the expiration of the grant. Include how funding and resources will be adjusted to continue practices and how data analysis will continue to drive instruction toward meeting annual goals.

Hopkins County Central has developed a sustainability plan that will be in place once the school has earned its way out of priority status and the ER staff members are no longer housed at the school. They regularly monitor instruction and assessment data in weekly PLC meetings. The PLC minutes that include data analysis results as well as instructional changes discussed, must be turned in to the administration. The administrative team has a walkthrough instrument they employ to monitor the effectiveness of the PLCs.

The school has an established guided planning schedule so administrators and teachers can meet to discuss teacher lesson planning.

The 30-60-90 day plan is regularly reviewed and any changes as a result are incorporated into the CSIP.

The Superintendent and principal meet at least twice a year to discuss the principal's growth plan and to monitor sustainability of improvements as part of the evaluation process in PGES. The district's leadership assessment identified the need for district monitoring of PLCs, so it has recently formed a Principal PLC (including Hopkins County Central's principal) for ongoing conversations about developing a "common language" for Hopkins County (i.e. defining PLCs, guided planning, common assessments, so that we are all referring to the same strategies), monitoring CSIPs, and what it takes to go from "Good to Great". The district has also visited Franklin Simpson High School, a Kentucky Hub School, for sustainability ideas and plan to visit Pulaski County High School for additional ideas.

These components taken together are a part of a sustainabilty plan that was developed for HCCHS in anticpation of exiting prioroty status.

Timeline
Please Note: You may only type in the gray areas.

Develop a timeline that describes the steps necessary to implement the intervention model. The timeline must include, but is not limited to the following activities: analysis of data, professional development, parent and community input and involvement activities, annual assessments, quarterly assessments, district and school leadership activities.

See additional document "School Improvement Grant Timeline"

Annual Goals
Please Note: You may only type in the gray areas.

Develop _**annual**_ S.M.A.R.T. goals (Goals must be <u>s</u>pecific, <u>m</u>easureable, <u>a</u>ttainable, <u>r</u>ealistic, and <u>t</u>ime bound.) for literacy and mathematics for each year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

See separate document entitled "Annual Goals"

Develop _**quarterly**_ S.M.A.R.T. goals for literacy and math for each of year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

See separate document entitled "Quarterly Goals"

After each quarterly analysis of goals, describe steps the district will take if the school(s) is not making progress toward meeting the annual goals.

Monthly, the Principal's Advisory Council will review the progress toward these goals. As a member of that group, a district representative will participate in the process. If progress is not adequate, the district will address the concern gap areas through PLCs. In the PLCs individual student data will be analyzed to identify specific root causes as well as overlaps and gaps in instruction and/or curriculum. The administrative team consisting of the principal, assistant principals, curriculum specialist, ER staff, and district administrator will conduct additional classroom walkthrough sessions, provide individual teacher guided planning regarding data tracking and progress monitoring, and provide focused professional learning, instructional coaching and mentoring as needed.

In the event progress continues to not be on track, district administration will conduct a review of the process from its implementation. If fidelity is determined to be intact, yet progress is still not adequate, the principal and the district administration will pursue corrective measures.

<u>Consultation</u>
Please Note: You may only type in the gray areas.

Describe how the district collaborated with the SBDM Council and other relevant stakeholders including Board of Education members, school leadership, school staff, parents and the community during the SIG planning process. Include how stakeholders were involved in the identification of needs, development of the intervention model, and identifying best practices and research based strategies that will improve student achievement at the school. Tell how these stakeholders will continue to be involved with the implementation of the model throughout the grant cycle.

Hopkins County Central does not have a SBDM Council as a result of their 2012 Leadership Assessment. The school staff members were informed of our intent to apply for the grant on April 13, 2017.

Surveys were sent to all teachers for input, suggestions, and requests. These surveys were complied by ER staff and shared with the full administrative team during subsequent PAC meetings.

Results were shared with the Secondary Director, Principal, Curriculum Coordinator, school administrators and faculty. Additional needs assessment was then conducted and based on current achievement data. Using information gathered from all stakeholders, SIG proposed activities were designed to support instruction for students within our achievement gap populations. The identified needs were compiled and shared during frequent Principal Advisory Committee meetings.

The grant was developed as team with section information provided by multiple team members. This SIG application was written and shared with all stakeholders.

The initiatives proposed by the school improvement grant will be monitored on a quarterly basis each year. HCCHS submits a quarterly report to KDE based upon goals presented in the school comprehensive plan, 30, 60, 90 day plans and progress monitoring data. Student progress will be measured using the CERT assessments three times per year-Fall, Winter, and Spring. District and school based assessments will also be utilized to measure progress. All progression data will be reviewed by the administrative team using the PDSA process with a focus on evaluation,, revision and next steps.

The SIG planning process has been a collaborative effort between the district office, the Hopkins County Central administrative team, and the ER staff.

Looking ahead, we will use the school's community liaison and the district's Community Engagement Specialist to promote the SIG grant (if awarded to the school) to all community stakeholders. They will also be responisble to share updates with all involved groups.

School Budget Narrative
Please Note: You may only type in the gray areas

Describe how the school intends to use the SIG funds for each year of the grant's duration. Funds must be used to implement the selected model to address the causes and contributing factors to low student achievement.

The intentional use of these funds is to directly impact teachers and students to improve educational practices and achievement. Each year's budget contains funds for literacy and math development, teacher professional learning and the expansion of a summer school program for intervention, particularly for gap students. Year one also contains funds for technolgy hardware that will help develop twenty-first century skills for the students using it.

A specific and detailed budget narrative is embedded within the yearly budget pages below.

Describe how the school aligned multiple state and federal funds with the selected intervention model. (May include, but are not limited to, Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

Title 1 funds will be used to pay for substitutes during the specified teacher trainings or work sessions. Title 1 funds also provide one intervention teacher to work on skills development of Math.. However the district had previously been allotted two intervention teachers but cut one teacher and an instructional assistant through Title 1 fundng cuts.

Youth Service Center resources are used to support the model in the area of reducing barriers for learning to needy students.

Professional development funds are used to pay registration fees, travel and reimbursements for professional learning.

Special education funding is available to support teachers with needed resources as well as providing a school based coach. This position primarily focuses on non teaaching activities such as ARC meetings, Re-evaluations and IEP development. This allows teachers more time to actually teach students.

Year 1 School Budget

Please Note: You may only type in the gray areas.

District	Hopkins County
School	Hopkins County Central

MUNIS Code	Description of Activity	Amount Requested
110		$
111		$
112		$
113	Teacher Stipends for work and training; 1) Curriculum alignment summer work. 40 Teachers (3 Days--6 hrs/day—Total 18 hrs/teacher) $36/hr. (With Fringe Benefits included) In order to support teachers in developing curriculum documents, unit plans (including resources), and high quality assessments, they must meet together and review and revise existing ones. These revisions are to be to ensure the congruence to standards in all courses. Teachers will be able to work collaboratively once each semester to assess progress on the curriculum and make necessary modifications for instruction. 4) Academic Enrichment summer work. 10 Teachers (4 Days—4 hrs/day—Total 16 hrs/teacher) $36/hr (with fringe benefits included) We will be starting our third year of academic enrichment time in the 2017-2018 school year. This has been additional instructional time added to the school day. This work is necessary to improve the outcomes desired for this time. It has proven quite successful at the senior level but needs refinement for the underclassmen.	$ 25,440
120	Certified Substitutes for: 63 Days of Substitutes @ $140/day (fringe benefits included) Local, Regional and National Conferences (Math, ELA, Social Studies, Science) Technology Conferences State Conferences (KCTE, KRA, KCLM) Comment/Justification:	$ 9,000

MUNIS Code	Description of Activity	Amount Requested
	Teachers will be allowed to participate in school and area meetings focused on improving skills to become an effective instructional coach for their students.

Teachers will be able to participate in local, regional, as well as National conferences in order to increase their level of expertise in content, best practices, instructional strategies, assessments, etc. E. There will be an overall focus on improving instructional and assessment practices.

To improve a culture of high expectations for students and staff, teachers will be afforded the opportunity to attend National conferences in their content areas focusing on improving literacy across all content areas and improving math skills as appropriate. These funds will also be available for individuals to learn ways to improve both the culture and behavior in the building. | |
130		$
131		$
140		$
150		$
160		$
170		$
190		$
210		$
211		$
212		$
213		$
214		$
215		$
216		$
219		$
220		$
221		$

MUNIS Code	Description of Activity	Amount Requested
222		$
231		$
232		$
233		$
240		$
250		$
251		$
253		$
260		$
270		$
291		$
292		$
293		$
294		$
295		$
296		$
297	Other Employee Benefits: National Board Certification $1,550 Comment/Justification: Teachers will be encouraged and supported in earning National Board Certification. This will promote excellence among ambitious educators who want to continue their journey in striving for superior teaching and learning.	$ 4,650
321		$
322	Education Consultant: Comment/Justification: Dr. Mike Rutherford: The fee is $5,500 per day, plus travel expenses and materials expenses. The kick-off day plus 4 quarterly sessions for $30,000.00 + $20 per person for materials. The process will also continue the process into years 2 and 3, In which we would build in a two-day Artisan Teacher Academy for the summer of 2018.	$ 30,000

MUNIS Code	Description of Activity	Amount Requested
	Professional Consultant:	
335	Outside consultants for specific content area strategies, leadership development, and current best practice strategies.	**$** 3,000
338	Registration Fees: Instructional Strategies for Novice Reduction w/materials- (LDC, MDC, IDM, etc.) College Entrance Skills training $ AP Training National Conferences (Math, English, Social Studies, Science) Technology Conference Behavior management/bullying training. State Conference to include membership (KCTE, KRA, KCLM) Registration for the Artisan Teacher conference $775/pp Comment/Justification: Teachers will receive training to specifically improve instruction in the classroom, and also will be leaders in sharing these best practices and strategies school-wide. State accountability data confirms our greatest need is to improve instructional strategies for all students, and especially for our GAP students. Walkthrough data and survey data indicate instruction is not rigorous enough or differentiated for all students. Teachers will attend local and regional meetings/trainings, national conferences, and workshops as appropriate. These professional growth experiences will allow educators to be more prepared to address the causes and contributing factors to our current level of student achievement. Teachers and administrators will attend training in implementing a new behavior management program. HCCHS will also begin a new behavior management program in an effort to reduce bullying related, as well as general, office discipline referrals.	**$** 18,000

MUNIS Code	Description of Activity	Amount Requested
339		$
352		$
432		$
433		$
436		$
441		$
443		$
444		$
445		$
450		$
452		$
453		$
455		$
456		$
457		$
459		$
511		$
512		$
513		$
514		$
519		$
521		$
525		$
526		$
531		$
541		$
542		$
552		$
553		$

MUNIS Code	Description of Activity	Amount Requested
555		**$**
580	Instructional Strategies for Novice Reduction (meals, mileage) College Entrance Skills Training (meals, mileage) AP Training for Teachers (meals, mileage) Local/Regional workshops (meals, mileage) National Conferences (Math, English, Social Studies, Science) Technology Conference (meals, mileage, lodging) State Conferences (KCTE, KRA, KCLM) (meals, mileage, lodging) Behavior management training. Comment/Justification: Teachers and administrators will need to travel in order to attend local/regional workshops, national conferences, and state conferences as appropriate. These professional growth experiences will allow educators to be more prepared to address the causes and contributing factors to our current level of student achievement.	**$** 30,000
581		**$**
582		**$**
584		**$**
585		**$**
586		**$**
591		**$**
592		**$**
610	**General Supplies:** **Copy Paper (30.00/ream) x 10** **Color Printer Ink (26.00 each) x 40** **Permanent Markers (22.00/pkg) x50:** **Senior that become transition ready personalize their own "block" in the hallways.** **Folders, ink pens, clips, stapler/staples, post it notes and etc.**	**$** 3,000
616		**$**

MUNIS Code	Description of Activity	Amount Requested
617		$
626		$
627		$
629		$
631		$
639		$
641		$
642	Periodicals and Newspapers: Monthly literacy reading and writing periodicals.	$ 1,000
643	Books Group study materials for teachers to engage in job embedded professional development. Utilizing the latest research is essential for classroom instruction and reaching all students on their individual needs. 20 books each set, 5 sets, @ $40 each.	$ 4,000
644	**Textbooks & Other Instructional Materials:** **College entrance study materials for student preparation to achieve college readiness by achieving benchmarks.** **Books and materials for behavior management/anti bullying program.**	$ 13,000
645		$
646		$
647		$
649		$
650	Supplies – Technology Related: Chrome Book Carts (1600.00/each) x 2	$ 3,200
669		$
734	Technology Related – Hardware: Google Chrome Books , 2 sets of 30	$ 35,540

MUNIS Code	Description of Activity	Amount Requested
	Smartboards 2 @ $3,500	
	Docucameras 10 @ $99	
	IPEVO Interactive Whiteboard System $149 x 50	
	The purpose of this strategy is to close gaps by using digital resources, training, and coaching to improve teacher pedagogy and student learning. Blended learning combines online delivery of educational content and tools with best practices of traditional classroom instruction. Data collected from student outputs will be analyzed and used to provide feedback loops and provide evidenced-based rationales for instructional improvement. We propose personalized instructional activities for identified GAP students accompanied with intentional progress monitoring through each program.	
735	Technology Software: IXL Reading/Math 800 licenses Achieve 300 50 licenses The district/school will pick up a percentage of these licenses as the grant expires, at that point the anticipated need for Reading and Math intervention will be much less. We are requesting school wide licenses with this request. As students achieve gains, the number will be reduced.	$ 20,300
739		$
810		$
894	**Field Trips – Instructional: Training for students in Josten's Renaissance and/or other student leadership activities**	$ 3,000
	Total Amount Requested	$ 197,660

Year 2 School Budget

Please Note: You may only type in the gray areas.

District	Hopkins County	
School	Hopkins County Central	

MUNIS Code	Description of Activity	Amount Requested
110		$
111		$
112		$
113	5) Curriculum alignment summer work. 40 Teachers (3 Days--6 hrs/day—Total 18 hrs/teacher) $36/hr. (With Fringe Benefits included) In order to support teachers in developing curriculum documents, unit plans (including resources), and high quality assessments, they must meet together and review and revise existing ones. These revisions are to be to ensure the congruence to standards in all courses. Teachers will be able to work collaboratively once each semester to assess progress on the curriculum and make necessary modifications for instruction.	$ 25,440
120	8) Academic Enrichment summer work. 10 Teachers (4 Days—4 hrs/day—Total 16 hrs/teacher) $36/hr (with fringe benefits included) We will be starting our third year of academic enrichment time in the 2017-2018 school year. This has been additional instructional time added to the school day. This work is necessary to improve the outcomes desired for this time. It has proven quite successful at the senior level but needs refinement for the underclassmen Certified Substitutes for: 80 Days of Substitutes @ $140/day (fringe benefits included) Local, Regional and National Conferences (Math, ELA, Social Studies, Science) Technology Conferences	$ 9,000

MUNIS Code	Description of Activity	Amount Requested
	State Conferences (KCTE, KRA, KCLM) Comment/Justification: Teachers will be allowed to participate in school and area meetings focused on improving skills to become an effective instructional coach for their students. Teachers will be able to participate in local, regional, as well as National conferences in order to increase their level of expertise in content, best practices, instructional strategies, assessments, etc. E. There will be an overall focus on improving instructional and assessment practices. To improve a culture of high expectations for students and staff, teachers will be afforded the opportunity to attend National conferences in their content areas focusing on improving literacy across all content areas and improving math skills as appropriate. These funds will also be available for individuals to learn ways to improve both the culture and behavior in the building.	
130		$
131		$
140		$
150		$
160		$
170		$
190		$
210		$
211		$
212		$
213		$
214		$
215		$
216		$
219		$
220		$

MUNIS Code	Description of Activity	Amount Requested
221		$
222		$
231		$
232		$
233		$
240		$
250		$
251		$
253		$
260		$
270		$
291		$
292		$
293		$
294		$
295		$
296		$
297	Other Employee Benefits: National Board Certification $1,550 Comment/Justification: Teachers will be encouraged and supported in earning National Board Certification. This will promote excellence among ambitious educators who want to continue their journey in striving for superior teaching and learning.	$ 4,650
321		$
322	Education Consultant: Comment/Justification: Dr. Mike Rutherford: The fee is $5,500 per day, plus travel expenses and materials expenses. The kick-off day plus 4 quarterly sessions for $30,000.00 + $20 per person for materials. The process will also continue	$ 30,000

MUNIS Code	Description of Activity	Amount Requested
	the process into years 2 and 3, In which we would build in a two-day Artisan Teacher Academy for the summer of 2018.	
335	Outside consultants for specific content area strategies, leadership development, and current best practice strategies.	$ 3,000
338	Registration Fees: Instructional Strategies for Novice Reduction w/materials- (LDC, MDC, IDM, etc.) College Entrance Skills training $ AP Training National Conferences (Math, English, Social Studies, Science) Technology Conference Behavior management/bullying training. State Conference to include membership (KCTE, KRA, KCLM) Registration for the Artisan Teacher conference $775/pp Comment/Justification: Teachers will receive training to specifically improve instruction in the classroom, and also will be leaders in sharing these best practices and strategies school-wide. State accountability data confirms our greatest need is to improve instructional strategies for all students, and especially for our GAP students. Walkthrough data and survey data indicate instruction is not rigorous enough or differentiated for all students. Teachers will attend local and regional meetings/trainings, national conferences, and workshops as appropriate. These professional growth experiences will allow educators to be more	$ 18,000
339		$
352		$
432		$
433		$
436		$

MUNIS Code	Description of Activity	Amount Requested
441		$
443		$
444		$
445		$
450		$
452		$
453		$
455		$
456		$
457		$
459		$
511		$
512		$
513		$
514		$
519		$
521		$
525		$
526		$
531		$
541		$
542		$
552		$
553		$
555		$
580	Travel: Instructional Strategies for Novice Reduction (meals, mileage) College Entrance Skills Training (meals, mileage) AP Training for Teachers (meals, mileage)	$ 30,000

MUNIS Code	Description of Activity	Amount Requested
	Local/Regional workshops (meals, mileage) National Conferences (Math, English, Social Studies, Science) Technology Conference (meals, mileage, lodging) State Conferences (KCTE, KRA, KCLM) (meals, mileage, lodging) Behavior management training. Comment/Justification: Teachers and administrators will need to travel in order to attend local/regional workshops, national conferences, and state conferences as appropriate. These professional growth experiences will allow educators to be more prepared to address the causes and contributing factors to our current level of student achievement.	
581		$
582		$
584		$
585		$
586		$
591		$
592		$
	General Supplies: **Copy Paper (30.00/ream) x 10** **Color Printer Ink (26.00 each) x 40**	
610	**Permanent Markers (22.00/pkg) x50:** **Senior that become transition ready personalize their own "block" in the hallways.** **Folders, ink pens, clips, stapler/staples, post it notes and etc.**	$ 3,000
616		$
617		$
626		$
627		$
629		$

MUNIS Code	Description of Activity	Amount Requested
631		$
639		$
641		$
642	Periodicals and Newspapers: Monthly literacy reading and writing periodicals.	$ 1,000
643	Books Group study materials for teachers to engage in job embedded professional development. Utilizing the latest research is essential for classroom instruction and reaching all students on their individual needs. 20 books each set, 5 sets, @ $40 each.	$ 4,000
644	**Textbooks & Other Instructional Materials:** **College entrance study materials for student preparation to achieve college readiness by achieving benchmarks.** **Books and materials for behavior management/anti bullying program.**	$ 13,000
645		$
646	Tests: SAT College Entrance Examinations (300 students x $40) $12,000 Student AP Exams (AP 40 students x $80) $3,200 Comment/Justification: These additional assessments will assist students in improving their college or career entrance skills. The financial assistance will encourage more students to seriously consider the impact of meeting benchmarks. The assessments will give valuable diagnostic information about individual student performance and will help staff to create a plan for them based upon realistic improvement goals.	$ 15,200
647		$
649		$

MUNIS Code	Description of Activity	Amount Requested
650		$
669		$
734		$
735	Technology Software: IXL Reading/Math, 750 licenses Achieve 3000, 40 licenses @150 The district/school will pick up a percentage of these licenses as the grant expires, at that point the anticipated need for Reading and Math intervention will be much less. We are requesting school wide licenses with this request. As students achieve gains, the number will be reduced.	$ 18,000
739		$
810		$
894	**Field Trips – Instructional: Training for students in Josten's Renaissance and/or other student leadership activities.**	$ 3,000
Total Amount Requested		**$ 177,290**

Year 3 School Budget

Please Note: You may only type in the gray areas.

District	.00 District Name Here
School	School Name Here

MUNIS Code	Description of Activity	Amount Requested
110		$
111		$
112		$
113	9) Curriculum alignment summer work. 40 Teachers (3 Days--6 hrs/day—Total 18 hrs/teacher) $36/hr. (With Fringe Benefits included) In order to support teachers in developing curriculum documents, unit plans (including resources), and high quality assessments, they must meet together and review and revise existing ones. These revisions are to be to ensure the congruence to standards in all courses. Teachers will be able to work collaboratively once each semester to assess progress on the curriculum and make necessary modifications for instruction.	$ 25,440
120	Certified Substitutes for: 80 Days of Substitutes @ $140/day (fringe benefits included) Local, Regional and National Conferences (Math, ELA, Social Studies, Science) Technology Conferences State Conferences (KCTE, KRA, KCLM) Comment/Justification: Teachers will be allowed to participate in school and area meetings focused on improving skills to become an effective instructional coach for their students. Teachers will be able to participate in local, regional, as well as National conferences in order to increase their level of expertise in content, best practices, instructional strategies, assessments, etc. E. There will be an overall focus on improving instructional and assessment practices. To improve a culture of high expectations for students and staff, teachers will be afforded the opportunity to attend	$ 9,000

MUNIS Code	Description of Activity	Amount Requested
	National conferences in their content areas focusing on improving literacy across all content areas and improving math skills as appropriate. These funds will also be available for individuals to learn ways to improve both the culture and behavior in the building.	
130		$
131		$
140		$
150		$
160		$
170		$
190		$
210		$
211		$
212		$
213		$
214		$
215		$
216		$
219		$
220		$
221		$
222		$
231		$
232		$
233		$
240		$
250		$
251		$
253		$
260		$

MUNIS Code	Description of Activity	Amount Requested
270		$
291		$
292		$
293		$
294		$
295		$
296		$
297	Other Employee Benefits: National Board Certification $1,550 Comment/Justification: Teachers will be encouraged and supported in earning National Board Certification. This will promote excellence among ambitious educators who want to continue their journey in striving for superior teaching and learning.	$ 4650
321		$
322	Education Consultant: Comment/Justification: Dr. Mike Rutherford: The fee is $5,500 per day, plus travel expenses and materials expenses. The kick-off day plus 4 quarterly sessions for $30,000.00 + $20 per person for materials. The process will also continue the process into years 2 and 3, In which we would build in a two-day Artisan Teacher Academy for the summer of 2018.	$ 30,000
335	Professional Consultant: Outside consultants for specific content area strategies, leadership development, and current best practice strategies.	$ 3,000
338	Registration Fees: Instructional Strategies for Novice Reduction w/materials-(LDC, MDC, IDM, etc.) College Entrance Skills training $ AP Training	$ 18,000

MUNIS Code	Description of Activity	Amount Requested
	National Conferences (Math, English, Social Studies, Science) Technology Conference Behavior management/bullying training. State Conference to include membership (KCTE, KRA, KCLM) Registration for the Artisan Teacher conference $775/pp Comment/Justification: Teachers will receive training to specifically improve instruction in the classroom, and also will be leaders in sharing these best practices and strategies school-wide. State accountability data confirms our greatest need is to improve instructional strategies for all students, and especially for our GAP students. Walkthrough data and survey data indicate instruction is not rigorous enough or differentiated for all students. Teachers will attend local and regional meetings/trainings, national conferences, and workshops as appropriate. These professional growth experiences will allow educators to be more prepared to address the causes and contributing factors to our current level of student achievement. Teachers and administrators will attend training in implementing a new behavior management program. HCCHS will also begin a new behavior management program in an effort to reduce bullying related, as well as general, office discipline referrals.	
339		$
352		$
432		$
433		$
436		$
441		$
443		$
444		$
445		$

MUNIS Code	Description of Activity	Amount Requested
450		$
452		$
453		$
455		$
456		$
457		$
459		$
511		$
512		$
513		$
514		$
519		$
521		$
525		$
526		$
531		$
541		$
542		$
552		$
553		$
555		$
580	Travel: Instructional Strategies for Novice Reduction (meals, mileage) College Entrance Skills Training (meals, mileage) AP Training for Teachers (meals, mileage) Local/Regional workshops (meals, mileage) National Conferences (Math, English, Social Studies, Science) Technology Conference (meals, mileage, lodging) State Conferences (KCTE, KRA, KCLM) (meals, mileage, lodging) Behavior management training.	$ 30,000

MUNIS Code	Description of Activity	Amount Requested
	Comment/Justification:	
	Teachers and administrators will need to travel in order to attend local/regional workshops, national conferences, and state conferences as appropriate. These professional growth experiences will allow educators to be more prepared to address the causes and contributing factors to our current level of student achievement.	
581		$
582		$
584		$
585		$
586		$
591		$
592		$
	General Supplies:	
	Color Printer Ink	
610	**Permanent Markers**	$ 2,000
	Senior that become transition ready personalize their own "block" in the hallways. **Folders, ink pens, clips, stapler/staples, post it notes and etc.**	
616		$
617		$
626		$
627		$
629		$
631		$
639		$
641		$
642	Periodicals and Newspapers:	$ 1,000

MUNIS Code	Description of Activity	Amount Requested
	Monthly literacy reading and writing periodicals.	
643	Books Group study materials for teachers to engage in job embedded professional development. Utilizing the latest research is essential for classroom instruction and reaching all students on their individual needs. 20 books each set, 5 sets, @ $40 each.	$ 4,000
644	**Textbooks & Other Instructional Materials:** **College entrance study materials for student preparation to achieve college readiness by achieving benchmarks.** **Books and materials for behavior management/anti bullying program.**	$ 13,000
645		$
646		$
647		$
649		$
650		$
669		$
734		$
735	Technology Software: IXL Reading/Math 700 licenses Achieve 1000 35 licenses @150 The district/school will pick up a percentage of these licenses as the grant expires, at that point the anticipated need for Reading and Math intervention will be much less. We are requesting school wide licenses with this request. As students achieve gains, the number will be reduced.	$ 16,450
739		$
810		$

MUNIS Code	Description of Activity	Amount Requested
894	**Field Trips – Instructional: Training for students in Josten's Renaissance and/or other student leadership activities.**	$ 3,000
Total Amount Requested		$ 159,540

Year 4 School Budget

Please Note: You may only type in the gray areas.

District	Hopkins County
School	Hopkins County Central

MUNIS Code	Description of Activity	Amount Requested
110		$
111		$
112		$
113		$
120		$
130		$
131		$
140		$
150		$
160		$
170		$
190		$
210		$
211		$
212		$
213		$
214		$
215		$
216		$
219		$
220		$
221		$
222		$
231		$
232		$

MUNIS Code	Description of Activity	Amount Requested
233		$
240		$
250		$
251		$
253		$
260		$
270		$
291		$
292		$
293		$
294		$
295		$
296		$
297		$
321		$
322		$
335		$
338		$
339		$
352		$
432		$
433		$
436		$
441		$
443		$
444		$
445		$
450		$
452		$

MUNIS Code	Description of Activity	Amount Requested
453		$
455		$
456		$
457		$
459		$
511		$
512		$
513		$
514		$
519		$
521		$
525		$
526		$
531		$
541		$
542		$
552		$
553		$
555		$
580		$
581		$
582		$
584		$
585		$
586		$
591		$
592		$
610		$
616		$

MUNIS Code	Description of Activity	Amount Requested
617		$
626		$
627		$
629		$
631		$
639		$
641		$
642		$
643		$
644		$
645		$
646		$
647		$
649		$
650		$
669		$
734		$
735		$
739		$
810		$
894		$
Total Amount Requested		$

Year 5 School Budget
Please Note: You may only type in the gray areas.

| **District** | District Name Here |
| **School** | School Name Here |

MUNIS Code	Description of Activity	Amount Requested
110		$
111		$
112		$
113		$
120		$
130		$
131		$
140		$
150		$
160		$
170		$
190		$
210		$
211		$
212		$
213		$
214		$
215		$
216		$
219		$
220		$
221		$
222		$
231		$
232		$

MUNIS Code	Description of Activity	Amount Requested
233		$
240		$
250		$
251		$
253		$
260		$
270		$
291		$
292		$
293		$
294		$
295		$
296		$
297		$
321		$
322		$
335		$
338		$
339		$
352		$
432		$
433		$
436		$
441		$
443		$
444		$
445		$
450		$
452		$

MUNIS Code	Description of Activity	Amount Requested
453		$
455		$
456		$
457		$
459		$
511		$
512		$
513		$
514		$
519		$
521		$
525		$
526		$
531		$
541		$
542		$
552		$
553		$
555		$
580		$
581		$
582		$
584		$
585		$
586		$
591		$
592		$
610		$

MUNIS Code	Description of Activity	Amount Requested
616		$
617		$
626		$
627		$
629		$
631		$
639		$
641		$
642		$
643		$
644		$
645		$
646		$
647		$
649		$
650		$
669		$
734		$
735		$
739		$
810		$
894		$
Total Amount Requested		**$**

---------------------------------- **End of School Application** ----------------------------------